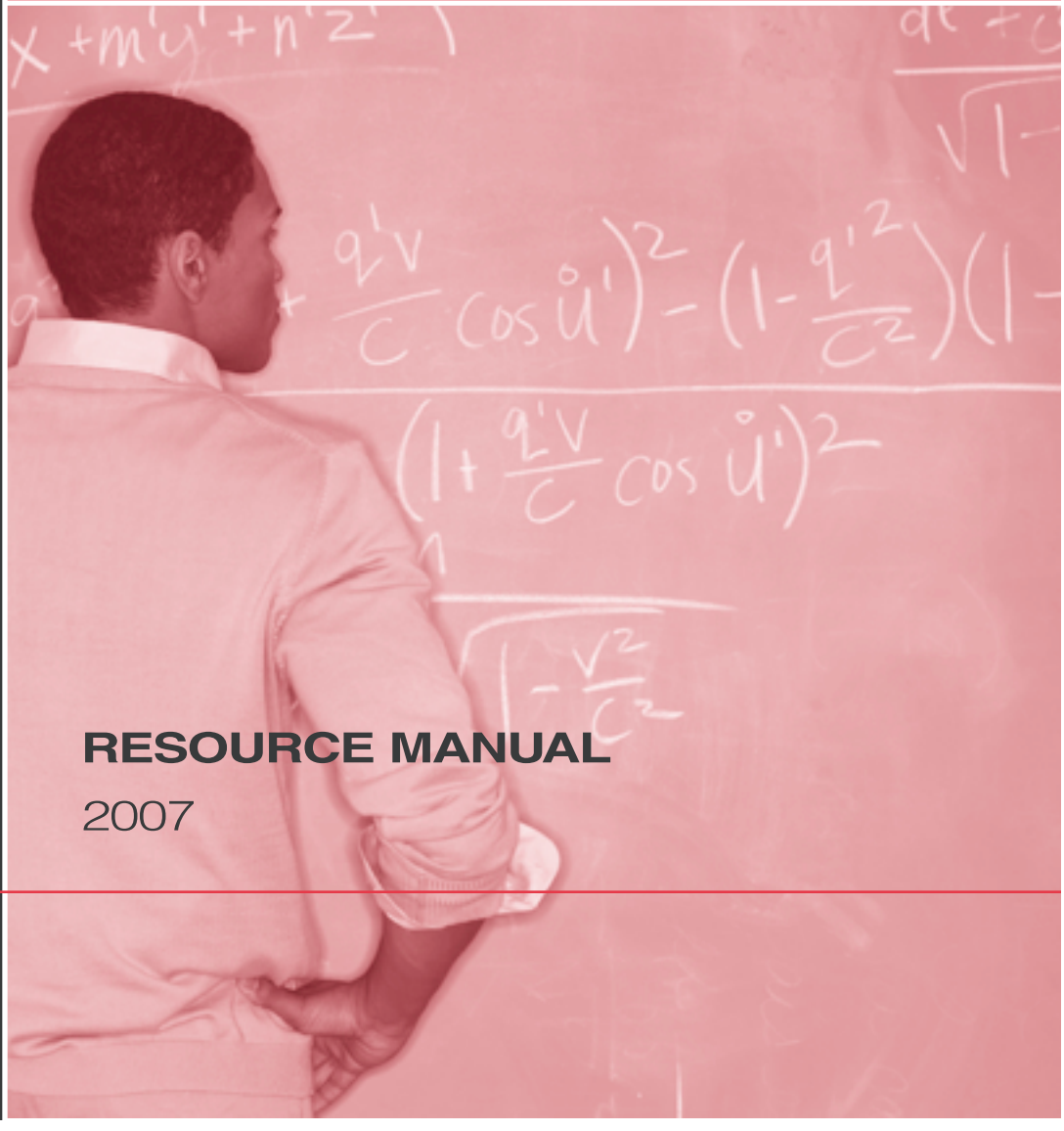
ACT Educator Workshops

College Access and Opportunity For All



RESOURCE MANUAL

2007

ACT®

ACT Educator Workshop Resources Website

Free, downloadable resources for educators:

www.act.org/ew/resources

As a supplement to this Resource Manual, we have created a website filled with a wealth of helpful resources for your use. Download and reproduce any of these documents for use with students, parents, and colleagues. Check the site frequently for updates and new resources!

Here are just a few of the useful materials you'll find:

ACT Materials

- *Using Your ACT Results*
- *Preparing for the ACT*
- Links to ACT Test Prep Materials

PLAN® and EXPLORE® Materials

- Program Guides
- Sample Score Reports
- Sample Test Questions
- Student Guides

Research and Good User Models

- College Readiness Standards™
- User Case Studies
- Research, Policy Reports, and Action Plans

Resources for Students and Parents

- ACT Test Prep Resources
- College Comparison Checklist
- Materials for Spanish-speaking Families

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Resources for Families

Resources for Educators

Office of the Vice President
Educational Services

Fall 2007

Greetings to All Educators!

It is with great pleasure that we welcome you to another academic year. Just as you greet each new school year with a sense of promise and enthusiasm, staff at ACT eagerly await the chance to visit with you and share the important work we are engaged in to better prepare students to be college and work ready.

Our research agenda, programs and services are driven by the belief that every student ought to be prepared for, and have access to, the full range of options after high school. To that end, we advocate and support programs that:

~ Promote early awareness of educational and career opportunities
~ Encourage *all* students to take rigorous courses
~ Build skills for college and workplace readiness
~ Position students for college and work success—not just entry

During this workshop you'll hear about some of the many projects in which ACT is engaged at the federal, state and district level. All are designed to promote college and work readiness and bridge the gap between teaching and learning by tying assessment to classroom instruction. Some of your schools may, in fact, be participants in these projects. If so, you probably share our excitement for the important findings that are resulting from this work.

Regardless of your familiarity with ACT programs and services, no doubt you will come away today with a better understanding of what ACT is all about. We invite your questions and comments and pledge our commitment to stay in touch with you—the educators who make our schools run!

Best wishes for a successful school year.

Jon Erickson, Vice President
ACT Educational Services

About ACT

ACT®

ACT: Helping People Achieve Education and Workplace Success

ACT is an independent, not-for-profit organization that provides assessment, research, information, and program management services in the broad areas of education and workforce development. Each year we serve millions of people in high schools, colleges, professional associations, businesses, and government agencies, nationally and internationally. Though designed to meet a wide array of needs, all ACT programs and services have one guiding purpose–helping people achieve education and workplace success.

Governance and Organization

The national and international operations of the ACT corporation are governed by three representative bodies–a 14-member board of directors; an advisory membership composed of representatives of 40 states; and two advisory boards, one concerned with education, the other with workforce development.

Programs and Services

For Education

College Readiness System

ACT's College Readiness System provides critical longitudinal data for increasing student achievement and college readiness through an integrated series of curriculum- and standards-based assessments and educational planning programs. They measure, monitor, and report student achievement throughout secondary school–from grade eight through grade twelve.

The system includes these components:

- EXPLORE® (grades 8 and 9)–A baseline assessment that provides early indicators of college readiness and helps students develop rigorous high school course plans.
- PLAN® (grade 10)–A midpoint assessment that identifies areas of academic need and serves as a predictor of performance on the ACT®.
- The ACT® (grades 11 and 12)–Measures state standards, college readiness, and what students have learned.
- QualityCore™–ACT's new high school improvement program.

- WorkKeys®–A job skills assessment system that measures real-world skills.

All incorporate ACT's College Readiness Standards–detailed, empirically-based descriptions of the skills and knowledge that students are likely to know.

QualityCore

A high school instructional improvement program, QualityCore consists of end-of-course (EOC) assessments, teacher resource materials, and formative assessment item pools. We have determined the specifications for the EOC assessments through research conducted in high-performance classrooms in high schools across the nation.

College Readiness Standards™

College Readiness Standards describe what students are likely to know and be able to do when they score in various ranges on EXPLORE, PLAN, and the ACT. Teachers can use the Standards to refine instruction.

Educational Opportunity Service (EOS)

EOS provides colleges with information about students whose abilities, interests, and goals are consistent with programs they offer.

DISCOVER®

The DISCOVER® program offers step-by-step career guidance for middle schoolers through adults. It presents detailed information to help people make education and career decisions, whether they plan to enter the workforce, the military, or a postsecondary education program. Guidance is based on ACT's World-of-Work Map.

Career Programs Assessment Student Success System (CPAt)

CPAt assesses skills of students entering career-specific academic programs.

ASSET®

ASSET is a paper-and-pencil assessment that supports placement and retention at two-year institutions.

COMPASS™

Available in online and network versions, COMPASS measures students' skills in reading, writing, mathematics, and English as a Second Language (ESL). Results help educators make appropriate course placement decisions. Many community colleges use COMPASS in high school outreach and dual enrollment programs.

Collegiate Assessment of Academic Proficiency (CAAP)

CAAP is a postsecondary outcomes assessment of core general education skills learned in college: writing, reading, mathematics, science, and critical thinking. CAAP is used to document individual mastery, improve programs, and meet external requirements such as accreditation.

Evaluation Survey Services (ESS)

ESS provides surveys and reporting services that high schools and colleges use for self-study, accreditation, and program planning.

AIM ACT Information Manager® and Predictive Modeling (PM)

AIM and PM are software tools that help colleges and universities manage their recruitment and enrollment processes efficiently.

For Workforce Development

ACT Center™ Network

The ACT Center network operates more than 230 centers in all 50 states and in Washington, DC, and Puerto Rico, providing computer-based testing to individuals, companies, and professional organizations. The centers provide flexible scheduling, convenient access, and affordable rates in a high quality, service-driven environment.

WorkKeys®

The WorkKeys® job skills assessment system measures real-world skills employers consider critical to job success. WorkKeys comprises three components: job analysis, assessments, and training. Job analysis identifies the skills and WorkKeys skill levels a job requires. Twelve assessments are available to measure applicants' skills in communication, problem solving, personal skills, and interpersonal skills. Several assessments are available in computer-based and Spanish versions. Another version tests workers' communication competence in the English language. WorkKeys-geared training, available online and through the ACT Center network and WorkKeys partner sites, helps applicants and employees fill skill gaps. In 2007, WorkKeys added three personal skills assessments to measure personality factors related to job behavior, performance, and productivity.

Statewide Workforce Programs

The WorkKeys system has become the cornerstone of statewide workforce development initiatives in Louisiana, Indiana, Kentucky, Michigan, North Carolina, New Mexico, Missouri, Oklahoma, Alabama, Illinois, and Kansas. Such efforts bring together state agencies, businesses, high schools, and postsecondary institutions to increase job skills across the workforce. Many of the programs award certificates to document skill levels.

National Career Readiness Certificate

The National Career Readiness Certificate is based on the WorkKeys job skills assessment system. Participants complete three WorkKeys assessments: Applied Mathematics, Reading for Information, and Locating Information. Those who score at certain levels–Bronze, Silver, or Gold–on the assessments qualify for a certificate. Participants with higher skill levels qualify for more jobs. Ten states–Alabama, Indiana, Kansas, Kentucky, Louisiana, Missouri, New Mexico, North Carolina, Oklahoma, and Virginia–currently have state certificate programs in place. In addition, 12 states have affiliated with the National Career Readiness Certificate: Alabama, Indiana, Kansas, Louisiana, Missouri, New Mexico, North Carolina, Oklahoma, South Carolina, Tennessee, Virginia, and West Virginia.

Professional Development Services

We provide an array of customized measurement, research, test delivery (paper or computer), test development, and evaluation services to some thirty programs and organizations, including:

- American Academy of Ophthalmology
- American College of Physicians
- American Dietetic Association
- American Institute of Certified Public Accountants
- Association of Social Work Boards
- Certifying Board for Dietary Managers
- National Conference of Bar Examiners
- National Council for Interior Design Qualifications
- National Institute for Automotive Service Excellence (ASE)

Other Activities and Services

Custom Measurement and Research

We provide customized measurement and research services for such programs as:

- Graduate Management Admission Test (GMAT)
- Multistate Bar Examination (MBE)

Every year we provide services in licensing, certification, and occupational analysis to more than half a million adults, most of them in professional fields.

Recognition Program Services

Many scholarship and recognition programs rely on ACT to provide administrative support services, among them:

- Presidential Scholars Program, U.S. Department of Education
- Barry M. Goldwater Scholarship, Goldwater Foundation
- Jack Kent Cooke Foundation
- James Madison Memorial Fellowship, James Madison Fellowship Foundation
- American Association of University Women
- Wendy's High School Heisman Award

International Initiatives

ACT Education Solutions, Limited, helps international students–particularly those for whom English is not a first language–prepare for study at English-speaking universities around the world through:

- Global Assessment Certificate® Program (GAC), a university preparation program that gives international students the skills they need to enroll in and succeed at English-speaking colleges and universities.
- ACT's English Proficiency Program™ (EPP), an academically oriented English language program designed to prepare students for further studies in English.
- International Targeted Admissions Profiler (iTAP), an independent, targeted international student recruitment database that is available to English language higher education institutions that become Pathway Universities for GAC graduates.

ACT Business Solutions, B.V., administers English WorkKeys®, a product of ACT, which is a combination of Key Skill Analysis and English as a second language assessments in writing, reading, listening, and speaking. By using English WorkKeys, companies, institutions, and individuals can make sound business decisions and identify employee strengths and weaknesses to achieve objectives.

Websites

The ACT website, **www.act.org**, offers a variety of resources for educators, counselors, employers, parents, and anyone else concerned with education, career planning, or workforce development.

The student-oriented ACT website, **www.actstudent.org**, includes services and resources students use in one easy-to-navigate place. Websites for students who have taken EXPLORE (**www.explorestudent.org**) and PLAN (**www.planstudent.org**) are also available.

Designed to connect job seekers who have earned the National Career Readiness Certificate and employers who request them, the website, **www.myworkkeys.com** lets certificate holders search for jobs, order a copy of their certificate, and share information with employers. Employers can verify the worker's certificate and search a pool of qualified applicants.

ACT's international initiatives build on the education and workforce services ACT has developed over the past five decades and extend them to individuals and organizations throughout the world. The website, **www.actinternationalservices.com**, is available in English, Chinese, and Korean.

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Get involved–

Stay informed through your ACT State Organization

What is an ACT State Organization?

A community of educators helping people achieve education and workplace success

Who can become involved?

The members of the State Organization are the individuals designated as Institutional/ Organizational Representatives by school districts, two- or four-year colleges and universities, education agencies, and other organizations in the state that use, or benefit from, one or more of ACT's programs and services.

What do State Organizations do?

- Serve as a communication link between educational institutions and agencies and ACT
- Coordinate and facilitate statewide professional development activities that are pertinent to ACT's mission
- Provide feedback on the utility and effectiveness of ACT programs and services
- Assist ACT regional office staff to identify state educational issues and service needs
- Provide input and advice on future ACT programs and services
- Recognize exemplary applications of ACT's programs and services

What are the benefits?

- **Input:** Provide feedback to ACT through your State Representative and State Council
- **Network:** Share your ideas and challenges with other secondary and postsecondary educators
- **Professional Development Opportunities:** Educator Workshops, State Organization–sponsored conferences, participation in special projects
- **Access to the latest ACT information:** policy reports, case studies/research, State Organization website, up-to-date information on ACT programs and services

How can you get involved?

- Share your interest with your workshop leader
- Contact the ACT Office nearest you (see inside back cover)

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Improving College Readiness

COLLEGE READINESS

On Course for Success

Implications for Educators and Policymakers

In a recent report titled *On Course for Success*, ACT and The Education Trust examine ten high schools with challenging student populations that have overcome the odds by fostering greater access to college. What we have found is that when students are provided with high-level courses, qualified and experienced teachers, teaching that is flexible and responsive to students, and extra support when they need it, all students can be prepared to succeed.

A new high school agenda

The need to improve high school education has taken on great urgency among educators and policymakers. Among all the competing ideas on the table, one significant area of consensus is emerging: that all students should be adequately prepared for the challenges of higher education and high-performing jobs when they graduate from high school. But while the goal for all students may be clear, the way to get there is just coming into view. Research shows, for example, that taking a rigorous college-preparatory curriculum in high school is the single biggest predictor that one will eventually earn a college degree. But what are the courses in this curriculum? What does "rigor" look like? What are the components that put students "on course for success"? It's these questions that ACT and The Education Trust sought to answer.

The study

Our study focused on "successful" high schools where the student population was at least 40 percent minority and/or at least 50 percent low-income. "Success" was defined as producing a significant proportion of graduates who had met or exceeded ACT College Readiness Benchmark scores that predict at least a C grade in first-year college courses. We limited our study to English, mathematics, and science.

We selected ten qualifying schools to participate. With the help of the schools, we were able to identify the courses that the high-scoring students took and the teachers who taught them. We surveyed these teachers about their experience, teaching philosophy, and instructional practices. We then visited all ten schools, observed a total of 41 classrooms, and interviewed the teachers.

What we found is that students in these courses were provided key academic resources that previous research supports as having a positive impact on student learning:

- high-level college-oriented content,
- qualified and experienced teachers,
- teaching that is flexible and responsive to students, and
- extra support for students when they need it.

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(continued)

The added value of this study is that it begins to fill in the details about what these resources look like in practice. For example, we found a high incidence of teaching that made content meaningful to students through connections to the real world, other topics and subjects, and popular culture. We also observed teachers directing instruction while constantly taking and asking questions, heading off the possibility that a student will not understand.

Perhaps the major contribution made by this study comes out of the hundreds of instructional materials that we collected and analyzed. The artifacts provided the basis for the Model Course Syllabi and Course Descriptions that form the bulk of *On Course for Success*. These rich curricular models begin to provide real answers to the questions: What does rigor look like? How can it best be taught?

What can policymakers do?

On Course for Success suggests several policies to improve high schools' ability to adequately prepare all students for a smooth transition to college, should they choose to go. These policies extend from the federal level to the classroom.

At the federal level

- **Provide additional funding to allow all students to have access to rigorous courses, highly qualified teachers, and additional in- and out-of-classroom support.**

At the state level

- **Reexamine high school standards and course requirements.** The content in the courses examined in this study exceeded the standards most states have established for high school graduation. States should reexamine their high school standards and graduation requirements in English, math, and science to see if they align to the courses featured in this study. This examination should include state assessments.
- **Ensure an adequate supply of qualified and experienced teachers.** The highly qualified teacher provisions of the No Child Left Behind Act are a starting point to making sure all students have the benefit of capable teachers who are experts in their subjects. Certification policies for secondary teachers should be evaluated for what they certify about teacher knowledge and pedagogical skills. States should pay special attention to making sure that high-poverty high schools have sufficient access to experienced teachers.
- **Support school-based programs to provide extra help for students.** High schools should be responsible for providing extra help before, after, and during school hours and, if needed, on Saturdays and in summer programs. States should help with the resources schools need to provide these services.
- **Define college admission and course placement requirements in terms of specific courses to be taken by students.** Work with postsecondary institutions to communicate admission and course placement requirements in terms of specific Courses for Success, rather than only in terms of the number of courses.

At the district level

- **Reevaluate the content of college-oriented curricula as currently taught.** Just having the right course name doesn't guarantee that a course's content will focus on the skills students need to be ready for college. The syllabi and course descriptions in *On Course for Success* represent a starting point for evaluating present college-preparatory courses. They should also be used to inform the adoption of textbooks and other curricular materials.
- **Make sure all schools have teachers qualified to teach these courses.** Beyond certification, teachers need opportunities to maintain and enhance their mastery of the discipline and appropriate pedagogy.
- **Support the implementation of a high-level curriculum for all students.** School boards, superintendents, and community leaders should commit to providing all high school students with a college-preparatory curriculum. This means providing the necessary resources for qualified teachers, high-level curricular materials, and extra academic services for students when they need it.

At the high school level

- **Reevaluate current courses, syllabi, and lesson plans for rigorous college-oriented content.** Begin with the composite syllabi and course descriptions in *On Course for Success.*
- **Make sure all students are taught this curriculum.** It's important that all students from grade 9 to grade 12 are prepared for the option of college. Administrators and counselors should be especially attentive to providing this curriculum to low-income and minority students who have not always had access to high-level content.
- **Provide students with help outside the classroom when needed.** High schools should organize tutorial help both during and outside school hours for students who need it. Educators have a special responsibility to make sure that struggling students are not just offered help but actually receive it.

This is an ambitious agenda but one that's gaining currency across the nation. Increasingly, we know what needs to be done. This study sheds light on how to get there by showing what content and instruction will keep students *On Course for Success.*

Note: The full report, *On Course for Success: A Close Look at Selected ACT High School Courses That Prepare All Students for College*, and other related ACT reports and resources can be found at **www.act.org/path/policy/index.html**

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COLLEGE READINESS

Rigor at Risk:

Reaffirming Quality in the High School Core Curriculum

Executive Summary

Among the motivations behind the federal government's publication of *A Nation at Risk* in 1983 were the desire to see more students graduate from high school prepared for college and work and the need for more students to attend and graduate from college. *A Nation at Risk* proposed that every high school in the United States require its graduates to take a "core" curriculum: a minimum number of courses designed to provide students with a "foundation of success for the after-school years." This foundation would consist of a set of universal knowledge and skills that graduates would be able to put to good use regardless of their specific educational or work objectives.

Since then, almost every state has made significant efforts to improve its education system. Nearly a quarter-century later, in a climate in which U.S. workers are dealing with new forms of technology and facing the challenges of a global economy, it is not only reasonable but increasingly urgent to ask: Have we succeeded in fulfilling the goals of *A Nation at Risk*?

At a time when it is becoming more important for U.S. workers to compete internationally, our high school graduates are in danger of entering college or the workforce without sufficient academic preparation. While taking the right number of courses is certainly better than not, it is no longer enough to guarantee that students will graduate ready for life after high school. ACT's national college readiness indicators, the ACT College Readiness Benchmarks, show that three out of four ACT-tested 2006 high school graduates who take a core curriculum are not prepared to take credit-bearing entry-level college courses with a reasonable chance of succeeding in those courses.

ACT research also suggests that students today do not have a reasonable chance of becoming ready for college unless they take a number of additional higher-level courses beyond the minimum core, and that even students who do take these additional higher-level courses are not always likely to be ready for college either. This finding is in part a reflection on the quality and intensity–in other words, the *rigor*–of the high school curriculum. Without improving the quality and content of the core, it appears that most students need to take additional higher-level courses to learn what they should have learned from a rigorous core curriculum, with no guarantee even then that they will be prepared for college-level work.

It is neither realistic nor justifiable to expect all high school students to take more and more courses to learn what they need to learn for college. The essential agenda is to improve the quality of core courses that *really* matter in preparing students for college and work. The time has come to improve the quality of core courses so that all students have equal opportunities to become prepared for postsecondary education–whether in a two-year or four-year institution–and for work. *Rigor at Risk* examines the gap between

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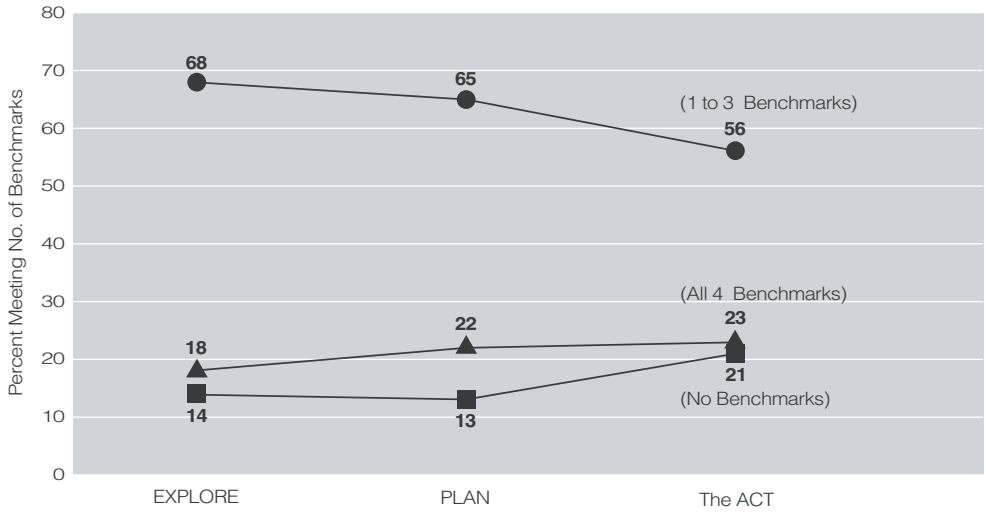
secondary and postsecondary education in the U.S. and focuses on successful strategies for eliminating this gap so that all high school graduates learn the essential skills they need to be successful in college and work.

1. The core curriculum: an unfulfilled promise

Far too many students who take a core curriculum today are unprepared for the challenges of first-year college coursework.

- **High school graduates who take more than a minimum core curriculum meet the ACT College Readiness Benchmarks in greater–sometimes substantially greater–percentages than do graduates who take only the core.** ACT-tested 2006 high school graduates who took more than the recommended core (that is, graduates who took core courses plus additional higher-level courses) meet Benchmarks in percentages greater than students who take only the recommended core: 8 percent greater in Science, 10 percent greater in English and Reading, and 59 percent greater in Mathematics.
- **Even when students take substantial numbers of additional courses, no more than three-fourths of them are ready for first-year college coursework.** Despite the higher percentages of students who met the College Readiness Benchmarks and took more than the recommended core, still no more than 38 percent of these students are ready for first-year college science, no more than 60 percent are ready for first-year college social science, no more than 75 percent are ready for first-year college mathematics, and no more than 77 percent are ready for first-year college English. So, even taking additional higher-level coursework in high school does not lead to increased college readiness for many students.
- **While some students make progress toward college readiness in high school, a larger percentage of students are actually failing to meet College Readiness Benchmarks, and much of this loss of momentum appears to be occurring during the last two years of high school.** We examined student progress from eighth to tenth to twelfth grade by studying students in three consecutive graduating classes who were tested using all three components of ACT's Educational Planning and Assessment System (EPAS™): EXPLORE®, PLAN®, and the ACT® test.

The figure on the next page shows that, while there is a slow but steady increase in the percentages of students meeting all four Benchmarks (from 18 to 23 percent), there is also a net increase in the percentages of students meeting no Benchmarks–with all of the increase occurring between tenth and twelfth grades (from 13 to 21 percent). There is also a fairly rapid decline in the percentage of students meeting one to three Benchmarks (from 68 to 56 percent). The rate of decline of the percentage of students meeting some of the Benchmarks (12 percentage points from EXPLORE to the ACT) is more rapid than the rate of increase in students who have become fully ready for college (five percentage points from EXPLORE to the ACT). And there is a seven percentage-point increase in students who are *no longer on target* to be ready for college at all.



These statistics reveal that the rate of failure is exceeding the rate of success when it comes to preparing high school students for college. And this does not account for students who have dropped out of high school along the way.

2. A rigorous core: aligning the essentials

The rigor of core courses is at risk in today's high schools unless we align a number of the essentials for college readiness.

- **State Diploma Requirements:** *More than half the states do not require students to take specific core courses in mathematics or science in order to graduate from high school.* State diploma requirements currently in effect or scheduled to be implemented within the next two years show that just over half the 50 states require students to take any mathematics courses at all. Of these 26 states, 12 require Algebra II, and only four states require any mathematics beyond Algebra II. In science, while 30 of the 50 states require at least one course for graduation, only 17 explicitly require Biology, one explicitly requires Chemistry, and two explicitly require Physics. More than half of the states today do not specify particular core courses in either mathematics or science, even though these courses have been shown to have a dramatic impact on college readiness.
- **State Standards:** *High school teachers and college faculty disagree about how well state standards are preparing their students for college.* The most recent ACT National Curriculum Survey® suggests that high school and college faculty disagree about the role that state standards are playing in preparing students for college: postsecondary educators were about half as likely as secondary educators to assert that state standards prepared students for college-level work.
- **Secondary and Postsecondary Alignment:** *High school teachers and college faculty also disagree about the depth and breadth of essential state standards needed to prepare students for college.* High school teachers rate a much larger number of topics and skills as being "important" or "very important" for college success than do college instructors. This parallels the tendency of many state standards to be broad and inclusive rather than specific and selective. It may be that the extensive nature of state standards forces high school teachers to treat all topics as important, potentially sacrificing depth for breadth. In contrast, postsecondary educators indicate that a more rigorous treatment of *fundamental* content knowledge and skills would better prepare students for college and work.

- **Course Standards:** *Too often, state standards do not prescribe specific essential outcomes at the course level.* Ideally, state standards should delineate what students ought to know and be able to do in their high school courses in each subject area so that students have a solid foundation on which to begin the next course. However, only a minority of states–21 in language arts, 19 in mathematics, and 17 in science–have course-level standards in grades 9 through 12. And even in states whose standards are considered the best in the nation–the knowledge and skills needed for college readiness are commonly absent from course-level standards.

- **High School Readiness:** *Many eighth graders begin high school without the knowledge and skills they need to succeed.* One reason that improving college readiness is such a challenge for high schools is because many eighth graders enter high school without having learned the skills needed to perform well in high school. In a recent ACT survey, teachers of entering high school students reported spending from about one-fifth to about one-third of their time in the classroom re-teaching skills that should have been learned prior to high school. Not surprisingly, students who are not prepared for high school are even less likely to be prepared for college by the time they graduate from high school.

- **High School Course Grades:** *Students who earn good grades in their high school courses are led to believe they are ready for college; unfortunately, many are not.* Many students are receiving high grades in their high school courses, leading them to believe they are ready for college. But nearly half of ACT-tested 2005 high school graduates who earned a grade of A or B in high school Algebra II did not meet the ACT College Readiness Benchmark for Mathematics, and *more than half* of the graduates who earned a grade of A or B in high school Physics did not meet the ACT College Readiness Benchmark for Science. Whether as a result of grade inflation or a lack of challenging course content, it is clear that course grades are not accurately reflecting what is needed to meet the challenges of a college education.

- **Teacher Quality:** *Teacher quality has a huge impact on high school students' readiness for college.* Students' academic momentum can be stymied if teachers are assigned to courses that they are not professionally qualified to teach or not yet experienced enough to teach well. There is evidence that these teachers are most often assigned to lower-level courses and to those students who are furthest behind and who consequently need the most help. There is also evidence that lower-level mathematics courses at schools with higher teacher quality benefit students more than do the same courses at schools with lower teacher quality. Schools need to determine whether they are assigning the right teachers to the right core courses–and to the students who need them most.

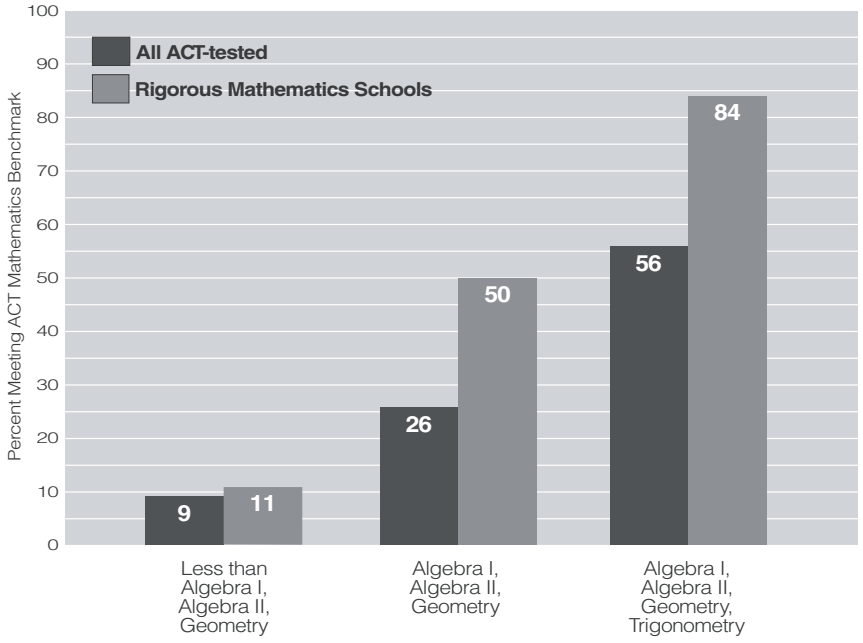
3. The impact of rigor: real evidence of progress

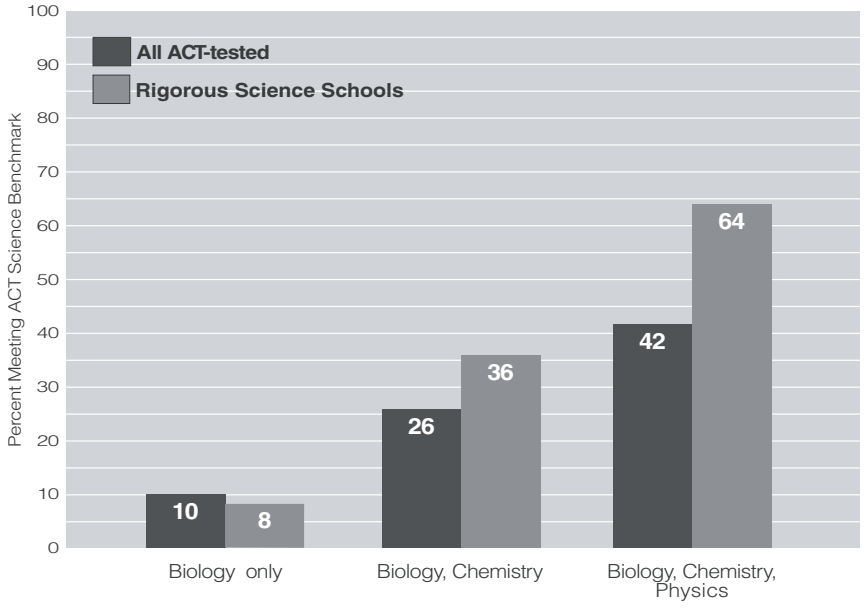
Research shows that high school courses can be made rigorous and that rigorous content can be effectively taught and learned.

ACT analyzed nearly 400 high schools across the United States that have recently shown greater-than-average increases in ACT Mathematics or Science Test scores, even though their overall performance on the ACT did not differ substantially from that of all ACT-tested high schools nationally. These increases are all associated with taking Algebra II (over and above Algebra I and Geometry) and/or Chemistry (over and above Biology). These "rigorous schools" represent a reasonable national cross-section of geographical region, family income ranges, and racial/ethnic composition, and therefore their score gains cannot be attributed solely to demographic factors.

- **For ACT-tested students in rigorous high schools, score increases associated with taking Algebra II or Chemistry were about double those for ACT-tested students in high schools nationally.** On average, students in rigorous schools improved their ACT Mathematics Test scores twice as much as did students in schools nationally (4.2 score points vs. 2.1 score points). Similarly, ACT-tested students in rigorous schools improved their ACT Science Test scores nearly twice as much as did students in schools nationally (4.0 score points vs. 2.4 score points).

- **Students who took Algebra II or Chemistry at rigorous high schools met or exceeded ACT College Readiness Benchmarks in greater percentages than ACT-tested students in high schools nationwide who took these courses.** Compared to all schools nationwide, rigorous schools nearly doubled the percentage of students who are ready for college in Mathematics when their students take Algebra II in addition to Algebra I and Geometry. Rigorous schools also increased the percentage of students who are ready for college in Science from 8 to 36 percent when their students took Chemistry in addition to Biology,





compared to a more modest increase from 10 to 26 percent in schools nationwide. Comparative gains in college readiness at rigorous schools were even greater when their students also took Trigonometry or Physics.

- **Students who took such critical courses as Algebra II or Chemistry at rigorous high schools had higher rates of college enrollment and college retention than did ACT-tested students from high schools nationwide who took Algebra II or Chemistry.** Compared to all ACT-tested students, approximately 7 to 13 percent more students at rigorous high schools enrolled in college the fall following graduation. Between 5 and 10 percent more students from rigorous high schools also returned to the same institution for their second year, compared to all ACT-tested students.

- **More students at rigorous schools are meeting all four Benchmarks than is seen among ACT-tested students from schools nationally.** The percentage of students at rigorous schools who met all four ACT College Readiness Benchmarks is about 9 percentage points higher than that of all ACT-tested students. Similarly, the percentage of students at rigorous schools who met *no* College Readiness Benchmarks is about one-third lower than that of all ACT-tested students. This is clear evidence that rigorous schools are making progress at helping the majority of their students prepare for postsecondary education.

Action Steps

The rigor of core courses in our nation's high schools can be improved.

1. **Specify the number and kinds of courses that students need to take to graduate from high school ready for college and work.** In the absence of rigorous high school graduation requirements, too many students are not taking either the right number or the right kind of courses they need in order to be ready for college and work. Graduation requirements must be aligned with college and work readiness expectations:

   - four years of English;
   - at least three years of mathematics, including rigorous courses in Algebra I, Geometry, and Algebra II;
   - three years of science, including rigorous courses in Biology, Chemistry, and Physics; and
   - three years of social studies.

   In keeping with recent ACT research, we recommend incorporating reading expectations across the curriculum into state standards so that they specify the inclusion, by grade level, of increasingly complex reading materials in English, mathematics, science, and social studies.

2. **Align high school course outcomes with state standards that are driven by the requirements of postsecondary education and work.** Just as it is essential for state standards to be aligned with postsecondary and work expectations, it is equally important for high school course outcomes to be aligned with state standards. A rigorous high school core curriculum must teach students the essential knowledge and skills they will need to be successful in postsecondary education and work. State standards must also delineate what students ought to know and be able to do in their high school courses in each subject area so that students have a solid foundation on which to begin the next course in the sequence. But we cannot forget that many eighth graders enter high school without having learned the skills needed

to perform well in high school. Not only must the high school curriculum be aligned with the requirements of postsecondary education, but the junior high school curriculum must reflect what is needed to be successful in high school.

3. **Provide teacher support.** Effective teacher education and preparation are crucial to student success in the high school classroom. Hire qualified teachers, and provide training or professional development support to current teachers to help them improve the quality of the courses they teach. Assign all teachers on the basis of their qualifications to teach in their assigned subject area, and ensure that inexperienced teachers are not disproportionately assigned to teach those students who need the best teachers.

4. **Expand access to high-quality, vertically aligned core courses.** It is important not only that all courses with the same name reach a common standard of quality, but also that courses within a discipline are vertically aligned with each other such that the outcomes of one course serve as the prerequisites for the next course in the sequence.

   Improving the rigor of high school core courses benefits not just those students who are traditionally considered bound for college, but the majority of high school students who typically have not benefited from advanced coursework or other similar efforts to increase college readiness. Before offering more students the opportunity to take college-level courses in high school, our data suggest that we must offer more rigorous, high-quality *high school*–level courses to all students to prepare them for college-level work.

5. **Measure results at the course level.** Student progress at gaining the knowledge and skills necessary for postsecondary success must be continually monitored at the course level in high school. More frequent monitoring is important so that students can learn what they need to learn, that interventions can be made to improve their progress as required, and that the courses themselves can be evaluated and strengthened to ensure that students are being taught essential content with the appropriate degree of rigor.

Conclusion

Students who are not ready for college are less likely to enroll in college, more likely to need remedial coursework during their first year of college, less likely to succeed in their college courses, and less likely to earn a college degree. If we do not raise the rigor of core courses, U.S. students are in danger of entering the workforce unprepared for the challenges of competing in a technology-based global economy. If we are unable to maintain and increase U.S. economic competitiveness throughout the world, then not just the graduates themselves but the nation at large will suffer.

There is no question that improved college readiness leads to greater success in college. It is crucial that we strengthen the high school core curriculum to improve the college readiness of all students. If we do not, the substantial proportion of students who up to now have not been given the education they deserve may never receive the boost they need to become ready for success after graduation. Let's fulfill the original intent of *A Nation at Risk* and offer every student a rigorous core curriculum that will prepare them for college and work by the time they graduate from high school.

COLLEGE READINESS

College Readiness Standards

What are the ACT College Readiness Standards™?

EXPLORE, PLAN, and the ACT are the only assessments that empirically link test scores directly to learning standards. College Readiness Standards are statements describing the knowledge and skills typically demonstrated by students who score in a particular EXPLORE, PLAN, or ACT score range. They indicate what students are likely to know and to be able to do based on their scores. The College Readiness Standards are the key to understanding what EXPLORE, PLAN, and ACT scores *really* mean.

How are the Standards organized?

Six College Readiness Standards score ranges (13–15, 16–19, 20–23, 24–27, 28–32, 33–36) are provided for each content area (English, math, reading, and science) along a scale common to EXPLORE (1–25), PLAN (1–32), and the ACT (1–36). The Standards are cumulative, meaning that a student scoring in the 20–23 score range is likely to be able to demonstrate the skills and knowledge indicated in all preceding score ranges (13–15 and 16–19). The Standards are also organized by content strand (e.g., Expressions, Equations, & Inequalities in mathematics).

Mathematics College Readiness Standards (Score Range 24–27)

	Probability, Statistics, & Data Analysis	Number: Concepts & Properties	Expressions, Equations, & Inequalities
24–27	Calculate the average, given the frequency counts of all the data values Manipulate data from tables and graphs Compute straightforward probabilities for common situations Use Venn diagrams in counting*	Find and use the least common multiple Order fractions Work with numerical factors Work with scientific notation Work with squares and square roots of numbers Work problems involving positive integer exponents* Work with cubes and cube roots of numbers* Determine when an expression is undefined* Exhibit some knowledge of the complex numbers†	Solve real-world problems using first-degree equations Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Identify solutions to simple quadratic equations Add, subtract, and multiply polynomials* Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)* Solve first-degree inequalities that do not require reversing the inequality sign*

* Statements apply to PLAN and the ACT only

† Statements apply to the ACT only

This graphic depicts a College Readiness Standards score range for mathematics content. (Note: This illustration displays only 3 of 9 mathematics content strands.)

How can the College Readiness Standards be used?

- Students can use the Standards to identify the skills and knowledge needed to be prepared for college.
- Teachers and counselors can use the Standards to design and deliver instructional programs that will prepare students for success in college.

ACT®

(continued)

- Colleges can use the Standards to articulate academic expectations for entering students and identify students who have the skills necessary to succeed in college-level courses.
- ACT has carried out alignment studies between the ACT EPAS tests and state standards in nearly 40 states. These state matches describe the degree that EPAS assessments measure student achievement on the particular state's standards. Please contact the regional office that serves your state for more information about curriculum matches.

How can I get the College Readiness Standards?

A complete printable set of the ACT College Readiness Standards for English, math, reading, and science can be downloaded at **www.act.org/ew/resources**. The Standards are also available online at **www.act.org/standard** or through your regional office.

COLLEGE READINESS

College Readiness Benchmarks

What Are ACT College Readiness Benchmarks?

The ACT College Readiness Benchmarks are the minimum ACT test scores required for students to have a high probability of success in credit-bearing college courses–English Composition, social sciences courses, Algebra, or Biology. In addition to the Benchmarks for the ACT, there are corresponding EXPLORE and PLAN Benchmarks for use by students who take these programs to gauge their progress in becoming college ready in the 8th and 10th grades, respectively.

ACT's College Readiness Benchmarks

College Course or Course Area	Test	EXPLORE Score	PLAN Score	ACT Score
English Composition	English	13	15	18
Algebra	Mathematics	17	19	22
Social Sciences	Reading	15	17	21
Biology	Science	20	21	24

Why these courses?

English Composition, Algebra, and Biology are the first credit-bearing courses most commonly taken by first-year college students. Course placement data also show that reading achievement is most closely aligned with success in credit-bearing social sciences courses in college.

What do we mean by "a high probability of success"?

Students who meet a Benchmark on the ACT have approximately a 50 percent chance of earning a B or better and approximately a 75 percent chance or better of earning a C or better in the corresponding college course or courses. Students who meet a Benchmark on EXPLORE or PLAN are likely to have approximately this same chance of earning such a grade in the corresponding college course(s) by the time they graduate high school.

What data were used to establish the Benchmarks for the ACT?

The ACT College Readiness Benchmarks are empirically derived based on the actual performance of students in college. As part of its Course Placement Service, ACT provides research services to colleges to help them place students in entry-level courses as accurately as possible. In providing these research services, ACT has an extensive database consisting of course grade and test score data from a large number of first-year students and across a wide range of postsecondary institutions. These data provide an overall measure of what it takes to be successful in selected first-year college courses. Data from 98 institutions and over 90,000 students were used to establish the Benchmarks.

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How do the Benchmarks for the ACT differ from minimum college course placement scores?

As shown above, the Benchmarks represent a summary across many colleges and many students. The standards for each individual college may vary depending on the material covered in the course and the grading practices within that course. Rather, the Benchmarks represent a criterion for success for a *typical* student at a *typical* college. As such, they give students, parents, and counselors useful guidelines to whether a student has mastered the necessary skills to have a reasonable chance of success in college.

How were the Benchmarks determined for EXPLORE and PLAN?

The College Readiness Benchmarks for EXPLORE and PLAN were developed using about 150,000 records of students who had taken EXPLORE, PLAN, and the ACT. First, we estimated the probabilities at each EXPLORE and PLAN test score point associated with meeting the appropriate Benchmark for the ACT. We then identified the EXPLORE and PLAN test scores in English, Reading, Mathematics, and Science that corresponded most closely to a 50 percent probability of success at meeting each of the four Benchmarks established for the ACT.

How can institutions benefit from using the Benchmarks?

Colleges can use the Benchmarks for the ACT as one among several criteria for admission or as a foundation for determining course placement scores. States can use the Benchmarks as a tool for establishing minimum standards for high school graduation in statewide assessment contexts that are aimed at preparing high school graduates for postsecondary education.

Junior high and high schools can use the Benchmarks for EXPLORE and PLAN as a means of evaluating students' early progress toward college readiness so that timely interventions can be made when necessary, or as an educational counseling or career planning tool.

In all the above cases, the Benchmarks offer users a concise, reliable method of articulating postsecondary expectations to middle and high schools so that timely interventions can be made.

ACT's Six Steps to College Readiness

ACT

ACT's Six Steps to College Readiness	Use EXPLORE, PLAN, the ACT and QualityCore to:	Related ACT Resources
1) Early Awareness Students and parents should be aware of the benefits of a postsecondary education and the preparation necessary to be successful in college. Early planning is essential.	■ Get an early indicator of students' readiness for college ■ Identify students with no postsecondary plans ■ Identify students with inconsistent goals, plans and skills ■ Identify students expressing need for help in selected areas ■ Engage parents in the educational planning process	■ *Making High School Count* ■ *Family Firsts* ■ *Get Set for College* ■ College Readiness Benchmark Scores ■ DISCOVER ■ *College Planning Guide*
2) High Expectations All students should have high expectations–set by caring adults–that they will achieve in high school.	■ Tie academic planning to career goals ■ Identify students for advanced courses ■ Demonstrate that college is a worthy goal ■ Emphasize importance of rigorous coursework for all students	■ DISCOVER ■ *Get Set for College* ■ *Making High School Count* ■ *College Planning Guide*
3) Rigorous Preparation All students should have access to rigorous courses taught by highly skilled teachers.	■ Describe how students are performing in core academic areas ■ Encourage rigorous course-taking patterns (e.g., Courses for Success) ■ Ensure that course content is rigorous and disguised to help students become college ready. ■ Monitor student progress toward meeting College Readiness Benchmarks Scores	■ Instructional Support Guides ■ Instructional Support Workshops ■ College Readiness Standards ■ College Readiness Benchmark Scores

(continued)

ACT's Six Steps to College Readiness	Use EXPLORE, PLAN, the ACT, and QualityCore to:	Related ACT Resources
4) High Performance All students should reach a high level of performance, demonstrating mastery of skills in classes and on independent standard assessments.	■ Incorporate assessment data into school improvement plans ■ Inform instructional needs ■ Improve student academic participation ■ Monitor student academic growth over time ■ Measure progress toward district goals ■ Develop consistent profiles of performance for students, parents, schools, staff	■ College Readiness Standards ■ College Readiness Benchmark Scores
5) Full Participation All students should have the opportunity to obtain a postsecondary education.	■ Identify students' postsecondary plans ■ Encourage exploration of the full range of career and educational options ■ Engage all students in long-range educational planning ■ Identify students who might not have thought college was in their future ■ Boost college admission test scores and college going rates	■ *Family Firsts* ■ Case Studies ■ DISCOVER ■ *Get Set for College* ■ *College Planning Guide*
6) College Success All students should have the opportunity to succeed in college and persist to graduation.	■ Reduce the number of students requiring remediation ■ Guide students to appropriate programs and institutions ■ Emphasize college requirements for entrance and success ■ Identify careers matching student interests	■ College Readiness Standards ■ College Readiness Benchmark Scores ■ DISCOVER

The ACT®

The ACT® 2007|2008 ACT at a Glance

The ACT® test contains four curriculum-based, multiple-choice tests that measure academic achievement in the areas of English, mathematics, reading, and science, as well as an optional Writing Test, for which students complete an essay. The specific knowledge and skills selected for evaluation are determined through a detailed analysis of three sources of information. First, the objectives for instruction for grades seven through twelve are examined for all states in the United States that have published such objectives. Second, textbooks on state-approved lists for courses in grades seven through twelve are reviewed. Third, educators at the secondary and postsecondary levels are surveyed and consulted to determine the knowledge and skills taught in grades seven through twelve that are prerequisite to successful performance in postsecondary courses.

ACT English Test

The English Test measures the student's understanding of the conventions of standard written English (punctuation, grammar and usage, and sentence structure) and of rhetorical skills (strategy, organization, and style). Spelling, vocabulary, and rote recall of rules of grammar are not tested. Three scores are reported: a total test score, a subscore in Usage/Mechanics, and a subscore in Rhetorical Skills.

ACT English Test
75 items, 45 minutes

Content/Skills	Number of Items
Usage/Mechanics	**40**
Punctuation	10
Grammar and Usage	12
Sentence Structure	18
Rhetorical Skills	**35**
Strategy	12
Organization	11
Style	12
Total	**75**

ACT Reading Test

The Reading Test measures the student's reading comprehension as a product of referring and reasoning skills. The test items require the student to derive meaning from several texts by (1) referring to what is explicitly stated and (2) reasoning to determine implicit meanings and to draw conclusions, comparisons, and generalizations. The test comprises four prose passages that are representative of the level and kinds of writing commonly encountered in college freshman curricula. The passages are selected from published sources. Three scores are reported: a total test score, a subscore in Arts/Literature reading skills (based on the prose fiction and humanities sections), and a subscore in Social Studies/Sciences reading skills (based on the social studies and natural sciences sections).

ACT Reading Test
40 items, 35 minutes

Content Area	Number of Items
Prose Fiction	10
Humanities	10
Social Studies	10
Natural Sciences	10
Total	**40**

ACT Mathematics Test

The Mathematics Test assesses the mathematical skills that students have typically acquired in courses taken up to the beginning of grade twelve. The test requires students to use their reasoning skills to solve practical problems in mathematics. The problems assume knowledge of basic formulas and computational skills but do not require memorization of complex formulas or extensive computation. The use of calculators is permitted on the Mathematics Test. Four scores are reported: a total test score and a subscore in Pre-Algebra/Elementary Algebra, Intermediate Algebra/Coordinate Geometry, and Plane Geometry/Trigonometry.

ACT Mathematics Test
60 items, 60 minutes

Content Area	Number of Items
Pre-Algebra	14
Elementary Algebra	10
Intermediate Algebra	9
Coordinate Geometry	9
Plane Geometry	14
Trigonometry	4
Total	**60**

ACT Science Test

The Science Test measures the student's interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences. The test is made up of seven sections, each of which consists of some scientific information (the stimulus) and a set of test items. The scientific information is conveyed in one of three different formats. One score, a total test score, is reported for the ACT Science Test.

ACT Science Test
40 items, 35 minutes

Content Area	Format	Number of Items
Biology, Earth/Space Sciences, Chemistry, Physics	Data Representation	15
	Research Summaries	18
	Conflicting Viewpoints	7
Total		**40**

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ACT at a Glance (continued)

ACT Writing Test

The Writing Test is an optional 30-minute essay test that measures writing skills emphasized in high school English classes and in entry-level college composition courses. The test consists of one writing prompt that describes two points of view on an issue, and students are asked to write a response about their position on the issue. The prompts are designed to be appropriate for response in a 30-minute timed test and to reflect students' interests and experiences. Students have the option of registering for the ACT or the ACT Plus Writing. The Writing Test may not be taken alone.

Scoring the ACT Writing Test. Taking the Writing Test does *not* affect students' scores on the multiple-choice tests or their Composite score. Rather, students who took both the English and Writing tests receive two additional scores: a Combined English/Writing score on a scale of 1–36 and a Writing subscore on a scale of 2–12. Students also receive comments on their essays, and images of the essays are available to their high school and the colleges to which scores are reported from that test date.

ACT Essay View

ACT Essay View is a free Web-based service that allows high schools and colleges to look at and download images of actual written responses for students who receive a score on the ACT Writing Test and list that school to receive scores. One person at each high school serves as the contact for ACT Essay View for that school. The ACT contact person for your school can provide the account login information to as many individuals at your school as they authorize. In fact, ACT encourages the contact person to make this service known to others at the school, including English teachers or others assisting students or those making decisions on the basis of ACT Writing results.

The text of student essays may be used in a variety of ways. Teachers may want to read all the essays for students in a particular class (if all or most took the Writing Test) and make their own observations about the performance of their students. Essays may also be used in individual tutorial sessions with students. Allowing students to score their own essays with the six-point rubric or asking them to rewrite or revise their essays can help them learn where and how to improve their writing.

ACT Noncognitive Components

The noncognitive components of the ACT include the High School Course/Grade Information questionnaire, the ACT Interest Inventory, and the Student Profile Section. Students respond to them when they register for an established ACT test date.

High School Course/Grade Information—To increase the usefulness of ACT results, the High School Course/Grade Information questionnaire asks students about the courses they have completed or plan to take in high school and the grades they have received.

ACT Interest Inventory—The ACT Interest Inventory is completed when students register for the ACT. The Unisex Edition of the ACT Interest Inventory (UNIACT) consists of 72 items. The six UNIACT scales were developed to parallel Holland's six interest and occupational types.

Student Profile Section—The Student Profile Section (SPS) collects responses about students' educational and vocational aspirations, plans, abilities, accomplishments, and needs.

2007|2008 Test Dates and Registration Deadlines

Test Date	Registration Deadline (regular fee)	Late Registration (late fee required)
The September 15, 2007, test date is available ONLY in Arizona, California, Florida, Georgia, Illinois, Indiana, Maryland, Michigan, Missouri, Nevada, New York, North Carolina, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Washington, and West Virginia.		
September 15, 2007	August 10, 2007	August 11–24, 2007
October 27, 2007	September 21, 2007	September 22–Oct. 5, 2007
December 8, 2007	November 2, 2007	November 3–15, 2007
February 9, 2008*	January 4, 2008	January 5–18, 2008
April 12, 2008	March 7, 2008	March 8–21, 2008
June 14, 2008	May 9, 2008	May 10–23, 2008

*February 2008 test date is not available in New York.

To order ACT Registration packets, call 319/337-1270 or go to **www.act.org/aap/forms/counsel.html**.
For more information about the ACT, go to **www.actstudent.org**.

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ACT®

Frequently Asked Questions About the ACT®

ACT®

Q. What is the ACT?

A. The ACT® test is a national college admission examination that consists of tests in English, mathematics, reading, and science–and an optional Writing Test.

The ACT includes 215 multiple-choice questions. The ACT is prepared according to the:

- *Standards for Educational and Psychological Testing*, American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1999).
- *Code of Professional Responsibilities in Educational Measurement*, National Council on Measurement in Education. (1995).
- *Code of Fair Testing Practices in Education*, Joint Committee on Testing Practices. (2004).

Q. How long does the test take?

A. Just over 4 hours, including administration instructions and a break after the first two tests. Actual testing time is 2 hours and 55 minutes, broken down as follows:

- English: 45 minutes; Math: 60 minutes;
- Reading: 35 minutes; Science: 35 minutes
- The optional 30-minute Writing Test adds another 45 minutes to the overall test session.

Q. Why should students take the ACT?

A. There are at least four good reasons to take the ACT:

1. **The ACT tests are universally accepted for college admission.** Virtually all colleges and universities in the U.S., including all of the Ivy League schools, accept the ACT.
2. **The ACT tests are curriculum based.** The ACT is not an aptitude or an IQ test. Instead, the questions on the ACT are directly related to what is taught in high school courses in English, mathematics, and science. Because the ACT tests are based on what is taught in the high school curriculum, students are generally more comfortable with the ACT than they are with aptitude tests or tests with narrower content.
3. **The ACT is more than a test.** In addition to the academic tests, the ACT also provides a unique interest inventory that provides valuable information for career and educational planning and a student profile section that provides a comprehensive profile of high school work and future plans.
4. **The ACT is a good value.** As a private, not-for-profit organization governed by educators, ACT is committed to providing services at the lowest possible cost. Accordingly, the ACT provides a comprehensive package of educational assessment and career planning services at a modest fee.

Q. When are the test dates?

A. In the United States, the ACT is administered on five national test dates: in October, December, February, April, and June. In selected states, the ACT is also offered in September.

Q. How often can a student take the ACT?

A. A student may take the ACT as often as he or she wishes. Many students take the test twice, once as a junior and again as a senior.

There are no limitations on how many times a student can take the ACT, but there are some restrictions on how often they can test. For example, a student can test only once per national or state test date. Students should definitely consider retesting if they had any problems during the test, such as misunderstanding the directions or not feeling physically well. They may also want to consider retesting if they are not satisfied that their scores accurately represent their abilities in the areas tested. If students see a discrepancy between their ACT scores and high school grades, or if they subsequently complete coursework or an intensive review in the areas covered by the ACT, retesting may be beneficial.

Q. When is the ACT Writing Test offered?

A. The ACT Writing Test is offered on all national test dates and two test dates outside of the United States.

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Q. How will students do on a retest?

A. ACT research shows that of the students who took the ACT more than once:

- 55% increased their composite score on the retest
- 22% had no change in their composite score on the retest
- 23% decreased their composite score on the retest

If a student takes the test more than once, he or she controls what scores are sent to colleges or scholarship programs.

Q. What does the test cost?

A. The basic fee for the ACT in 2007–2008, which includes reports for the student, high school (if a valid high school code was listed), and up to four valid college codes listed at the time of registration, is $30.00 in the United States. There are additional fees for the optional Writing Test ($14.50), late registration, standby testing, changing test centers or test dates, and for additional services and products.

Q. What should students take to the test center?

A. Students should be sure to take these items to the test center:

- Your admission ticket. **Your scores will be delayed, possibly up to 7 weeks, if you do not enter the matching information exactly as it appears on your admission ticket onto your answer document.**
- Acceptable identification. Your admission ticket is not identification. Students will not be admitted to test without acceptable identification.
- Sharpened soft lead No. 2 pencils with good erasers (no mechanical pencils or ink pens).
- A watch to pace yourself. The supervisor in standard time rooms will announce when 5 minutes remain on each test.
- A permitted calculator, if the student wishes to use one on the Mathematics Test. Not all models are permitted. For a complete description of prohibited features and calculators, visit www.actstudent.org or call 800-498-6481 for a recorded message.

You may NOT take any of the following items into the test room:

- Food or drink, including water
- Books, dictionaries, notes, scratch paper, or other aids
- Highlighters, colored pens or pencils, or correction fluid
- Any electronic device other than a permitted calculator (examples include pager, timer, beeper, cell phone, media player, PDA, headphones, camera)
- Reading material
- Tobacco in any form

Q. When and how are scores reported?

A. ACT score reports are produced for students and the high schools, colleges, and scholarship agencies indicated by the student at the time of registration. Most scores are added to the computer file 3 weeks after each test date. Reports are normally sent 4–7 weeks after the test date, unless there is an unpaid registration fee. Student Reports are automatically mailed directly to the student's home mailing address. High School Reports are sent directly to the student's high school. (If a student does not provide a valid high school code, no High School Report is created; only the Student Report is produced and mailed. Any later request for a High School Report requires an Additional Score Report fee.)

- **Additional Score Reports**
  Students may also request Additional Score Reports after they have tested.

Q. What scores are reported?

A. Students who take the English test and the optional Writing Test will receive all of the same scores that students who do not take the Writing Test receive. In addition, students who take the Writing Test will receive:

- A scaled score, ranging from 1–36, that reflects their combined performance on the Writing Test and the English Test for the same test date
- A Writing Test subscore ranging from 2–12 that reflects performance on the Writing Test only

Q. What scores are reported if a student tests more than once?

A. If a student has taken the ACT more than once, we maintain a separate record for each test date. If requested to send a report to a college, we will release only the record from the test date indicated. This protects students and ensures that they maintain control of their records.

A student may ask ACT to report more than one test date record to an institution. However, he or she may not select test scores from different test dates to construct a new record; a student must designate an entire test date record as it stands. ACT does not create new records by averaging scores from different test dates. If a student wishes to report Writing results, the entire record for that test date must be reported.

Q. How were the specifications for the Writing Test determined?

A. We followed the same curriculum-based process used for the current four-test battery. This process began with the ACT National Curriculum Survey® involving both high school English teachers and college faculty who teach entry-level composition courses. The information we obtained through the survey was considered by a national panel of educators who helped us design the exact test specifications. Using this process enabled us to develop a Writing Test that measures writing proficiencies that are taught in high school and are important for readiness to succeed in entry-level college composition courses.

Q. Is half an hour long enough to test writing skills?

A. The Writing Test was designed so that the prompt can be properly addressed in the time allotted. The test is a different type of assignment than a college paper, but it does measure skills students use when writing a college paper–such as the ability to focus on the subject at hand, to develop their ideas, and to write logically and coherently, with proper sentence structure and sound reasoning.

Q. Don't all students need to be able to write well?

A. Of course it's important that students be able to write well. However, there are many sound, valid approaches to the assessment of writing, and they vary by institutional need and focus. The ACT multiple-choice English Test is designed to measure skills necessary for effective writing–including punctuation, grammar, sentence structure, organization, and style. This test alone has been effective in providing helpful information to some institutions. Other institutions have supplemented this information with on-campus, direct writing assessments for making course placement decisions. Still others may consider replacing their locally developed writing assessment or adopting the ACT Writing Test to supplement the information they are now using. Because of the diversity in the need for and use of this type of information, we are providing the Writing Test as an option so that colleges and universities have the flexibility to use it in ways that best meet their needs.

Q. How does the ACT Writing Test correspond to state learning standards?

A. Since the ACT is a curriculum-based achievement test, there is a high degree of overlap between the ACT Writing Test and state standards. We have compared the specifications for the new Writing Test to the state standards in over 30 states. The ACT Writing Test measures the essential writing skills that have been identified by postsecondary English/writing instructors for college success, and appear in most, if not all, state standards.

Q. How much does the Writing Test cost?

A. The fee for the Writing Test is an additional $14.50. This has been a significant factor in our decision to offer the Writing Test as an option. Not all students have to pay the increased fee when the institutions they are considering do not require or use it. The ACT registration fee for 2007–2008 is $30.

(continued)

Q. Is the ACT Writing Test "coachable"?

A. The Writing Test is a curriculum-based test, just like the other tests in the ACT. This means that it measures the knowledge and skills taught in high school that are important for readiness for college-level work. In this sense, all the ACT tests are "coachable," because the best preparation for any student taking the ACT is rigorous college preparatory coursework in high school. We provide a variety of materials to students at no charge that describe the test content and format in detail, explain what to expect on the day of the test, and provide sample items so they can become familiar with the test prior to taking it. It is our goal that all students be familiar with the test and what it measures.

Q. How is the Writing Test scored?

A. ACT has over twenty years of experience developing, administering, and scoring writing tests. Raters are carefully screened and trained so they are very familiar with the type of writing that merits each particular score. Raters must pass a test after training before being certified to score the ACT Writing Test. Students' written responses are scored by two well-trained, qualified raters. If the two raters disagree by more than a point, a third rater will also score the test. We have an established record of high accuracy in scoring performance assessments.

Q. Have you ensured that the Writing Test will be fair to all students?

A. The Writing Test is based on empirical data that tells us what writing skills are being taught in high school classrooms that are important for readiness for college-level work. The test reflects classroom assignments and expectations. The writing prompts and scoring guides are written and reviewed by classroom teachers of writing. They have also undergone our standard fairness review by national sensitivity reviewers, who ensure that each prompt is clearly stated and focuses on a topic to which all students can respond.

Q. What advice should we give students about deciding whether to take the Writing Test?

A. Students should decide whether to take the ACT Writing Test based on the admission policies of the postsecondary institutions in which they are interested and on the advice of their high schools. We routinely list and update information on the ACT website about individual college policies–whether they require, recommend, or do not require the ACT Writing Test. Students should consult this list before registering.

Q. Where can I get more information?

A. We encourage you to go to **www.act.org/aap/writing** for more information on the ACT Writing Test, including:

- Sample essays
- Writing Test scores and comments
- *The Educator's Guide to the ACT Writing Test*
- Decisions that colleges have made about the ACT Writing Test

ACT Fees 2007–2008

National Registration Fees

Basic fee per test option (includes reports to up to 4 college codes listed at time of registration)

- ACT $30.00
- ACT Plus Writing $44.50
  (*$14.50 Writing Test fee refundable if absent on test day or test option changed to ACT)

REregistration (for retesters):

- Basic fee ..... same as above
- By telephone with *immediate* test center confirmation ..... additional $12.00

Students who **miss** a test date may request a test date change $20.50

Additional Registration Fees

Late registration (add to basic fee or test date change fee) ..... additional $19.00

Test center change for same test date ..... additional $20.50

Test option change to add Writing for same test date ..... additional $14.50

Standby testing on test date ..... additional $39.50

Optional Services/Products

Test Information Release (only on designated national test dates) $16.00*
Student receives: multiple-choice questions, list of own answers, answer key, and scoring instructions (plus writing prompt and scoring rubric if Writing was taken). Information included about ordering photocopy of answer document for additional $11.00 fee (including essay pages if Writing was taken).

ACT Online Prep–ACT's Internet-based test preparation $19.95

The Real ACT Prep Guide ..... $25.00 (includes shipping)

Special and Arranged Testing

- ACT $30.00
- ACT Plus Writing $44.50

Testing Outside the United States

- ACT ..... $30.00 + $22.00 surcharge
- ACT Plus Writing
  (available for October and April test dates only) ..... $44.50 + $22.00 surcharge

Score Reporting Fees

5th and 6th college codes at time of registration (or universal testing) ..... each $8.50*

Additional Score Reports (ASRs) requested after testing (one test date per report):

- Regular Report (delivered next reporting cycle) $8.50
- Priority Report (delivered 3–4 business days after processing) $13.50

ASR Service Fees (in addition to fee for each requested report):

- ASRs for tests taken *before* September 2005 ..... additional $16.00 per report
- ASR phone requests (priority only, no regular reports) ..... additional $12.00 per call

**Note: Fees are nonrefundable unless noted with an asterisk.*

Sample ACT Student Report

The ACT® Plus Writing *Student Report*

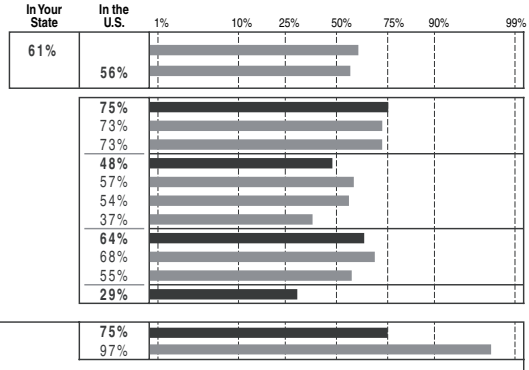
10060210-000000001

STUDENT'S NAME:	ANN C TAYLOR	**ACT ID:**	-54116290
HIGH SCHOOL NAME:	WHEAT RIDGE SR HIGH SCHOOL	**SSN:**	XXX-XX-2006
HIGH SCHOOL CODE:	067-890	**TEST DATE & TYPE:**	APR 2007 NATIONAL

The ACT

Your ACT Scores

Rank: Approximate percent of ACT-tested students at or below your score



		In Your State	In the U.S.
Composite Score	**21**	61%	56%
ENGLISH	**24**	**75%**	73%
Usage/Mechanics	12		73%
Rhetorical Skills	12		
MATHEMATICS	**19**	**48%**	57%
Pre-Algebra/Elem. Algebra	11		54%
Algebra/Coord. Geometry	10		37%
Plane Geometry/Trig.	09		
READING	**23**	**64%**	68%
Social Studies/Sciences	12		55%
Arts/Literature	11		
SCIENCE	**18**	**29%**	
COMBINED ENGLISH/WRITING	**25**	**75%**	
Writing (score range 2 to 12)	10	97%	

The Combined English/Writing score ranges from 1 to 36 and is a combined measure of the Writing and English tests. The Writing score ranges from 2 to 12. Your ranks for these two scores are based on recent ACT-tested students who took the Writing test.

COMMENTS ON YOUR ESSAY: YOUR ESSAY SHOWED RECOGNITION OF THE COMPLEXITY OF THE ISSUE BY PARTIALLY EVALUATING ITS IMPLICATIONS. GENERAL STATEMENTS IN YOUR ESSAY WERE WELL SUPPORTED WITH SPECIFIC REASONS, EXAMPLES, AND DETAILS. SOME VARIED SENTENCE STRUCTURES AND PRECISE WORD CHOICE ADDED CLARITY AND INTEREST TO YOUR WRITING.

Your College Readiness: If your scores are at or above the following ACT benchmark scores, you will likely be ready for first-year college courses—English 18, Mathematics 22, Reading 21, Science 24.

- ACT® test scores and the Composite score range from 1 to 36; subscores range from 1 to 18.
- Your Composite score is the average of your scores on the four subject area tests. Subscores do not necessarily add up to your score for a subject area test.
- Your ranks tell you the approximate percentages of recent high school graduates in the U.S. and your state who took the ACT and received scores that are the same as or lower than yours. A rank of 70, for example, means that 70% of students received scores that are the same as or lower than your score.
- Your test scores are only estimates, not precise measures, of your educational development. You will find more information about interpreting your scores in the booklet you received with this report and at **www.actstudent.org.**

Looking for more information about your individual strengths and test preparation? Go to www.actstudent.org.

Your College Reports

At your direction, your scores from this test date are being reported to the colleges shown below. College planning information is provided for the first four choices you listed when you registered or tested. (Fifth and sixth choices, if any, appear just above your first choice.) Your GPA was calculated from the grades you reported. To view additional college planning information or to send additional reports, visit **www.actstudent.org.**

College Name and Code	What is the profile of enrolled 1st-year students at this college? High School Class Rank	ACT Composite Score	High School Grade Point Average	Is the program of study you prefer offered?	What are the approximate annual tuition and fees? In-state	Out-of-state	What percent of 1st-year students receive financial aid based on: Need?	Merit?
UNIVERSITY OF OMEGA 9521 OMEGA CO 800/498-6068 www.omega.edu	Majority in top 50%	Middle 50% between 18–24	2.76	Yes: 4-Yr. Degree	$5,600	$12,000	67%	20%
ALPHA UNIVERSITY 9059 UNIVERSITY CENTER IA 319/337-1000 www.alpha.edu	Majority in top 25%	Middle 50% between 21–26	3.12	Yes: 4-Yr. Degree	$9,000	$15,000	85%	27%
BETA COMMUNITY COLLEGE 8866 CLARKSTON CO 800/498-6481 www.betacc.edu	Majority in top 75%	Middle 50% between 16–21	2.49	Yes: Program Avail	$4,000	$4,000	58%	18%
MAGNA COLLEGE 8905 PLAINVIEW OH 800/525-6926 www.magna.edu	Majority in top 50%	Middle 50% between 21–26	2.71	Yes: 4-Yr. Degree	$8,500	$16,000	90%	35%

Your Information	Your Class Rank	Your Composite Score	Your Calculated GP	our Selected Major
	TOP 25%	21	3.29	BUSINESS & MGMT, GEN

Check with colleges for recent changes in information. A dash (—) indicates information was not provided or could not be calculated. *Comprehensive fee including room and board.

ANN C TAYLOR

Planning Your Education and Career

Many people consider several possibilities before making definite career plans. Before you took the ACT®, you had the opportunity to respond to questions about your educational and career plans. Use this information to consider possibilities that you may like to explore.

Your Interest Inventory Results

YOUR RESULTS INDICATE A PREFERENCE FOR WORKING WITH PEOPLE AND DATA.

SEE MAP REGIONS 2, 3, 4
THE SHADED REGIONS SHOW CAREER AREAS HAVING WORK TASKS YOU PREFER.

RELATED CAREER AREAS:
COMMUNICATIONS & RECORDS
EMPLOYMENT-RELATED SERVICES
FINANCIAL TRANSACTIONS
MANAGEMENT
MARKETING & SALES
REGULATION & PROTECTION

The College Major You Indicated

BUSINESS AND MANAGEMENT, GENERAL
(SEE CAREER AREA B)

SEE MAP REGION 2
THIS MAJOR PRIMARILY INVOLVES WORKING WITH PEOPLE AND DATA.

RELATED MAJORS:
AGRICULTURAL BUSINESS
BUSINESS ADMINISTRATION AND MGMT
BUSINESS AND OFFICE, GENERAL
BUSINESS EDUCATION
INTERNATIONAL BUSINESS/MANAGEMENT
MILITARY SCIENCE/TECHNOLOGY
PERSONNEL/HUMAN RESOURCES MANAGEMENT
SMALL BUSINESS/ENTREPRENEUR STUDIES

The Occupational Field You Indicated

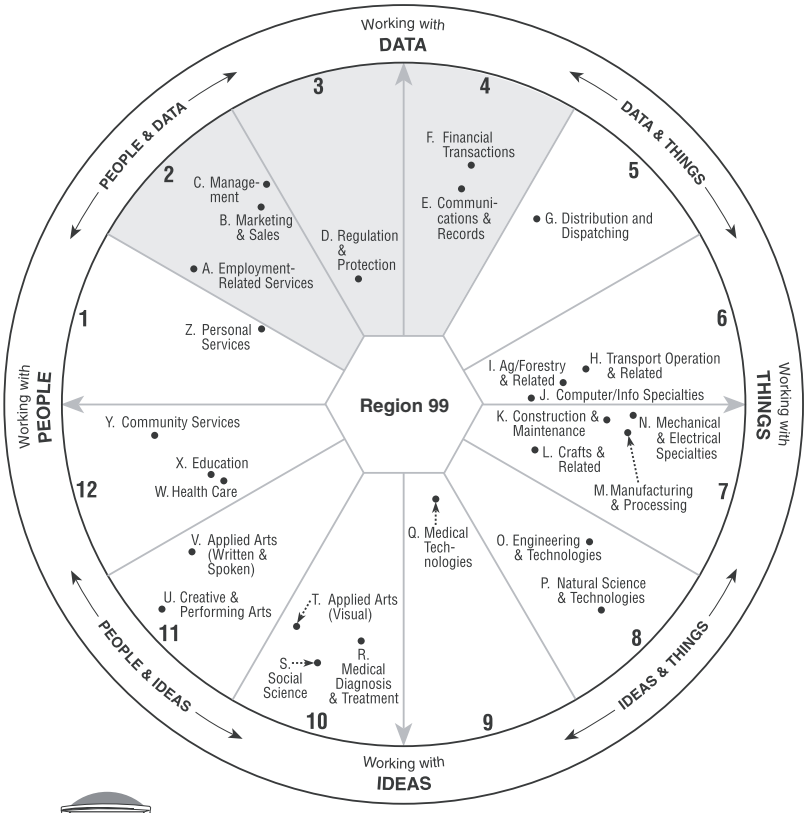
BANKING AND FINANCE
(SEE CAREER AREA U)

SEE MAP REGION 2
THE OCCUPATIONAL FIELD YOU CHOSE IS IN CAREER AREA B:
MARKETING & SALES

RELATED OCCUPATIONS:
ADVERTISING MANAGER
BUYER
FINANCIAL SERVICES SALES REP.
INSURANCE AGENT
REAL ESTATE AGENT
SALES ENGINEER
SALES/MARKETING MANAGER
TRAVEL AGENT

The World-of-Work Map

(Your Interest Inventory results are shaded.*)



Your Guide to College and Career Planning

- All college majors and occupations differ in how much they involve working with four basic work tasks: working with **People** (care, services), **Things** (machines, materials), **Data** (facts, records), and **Ideas** (theories, insights). These four basic work tasks are the compass points on the World-of-Work Map.
- The map is divided into 12 regions, each with a different mix of work tasks. The map shows the locations of 26 occupational fields, called Career Areas (A-Z). Each Career Area contains many occupations that share similar work tasks.

*If no regions are shaded, you did not answer enough interest items to permit scoring.

For more information about your college and career planning, visit **www.actstudent.org** or check the booklet you received with this report.

Comparative Features of the ACT and SAT 2007–2008

	The ACT (ACT, Inc.)	**SAT** (College Board)
Test Fee:	• $30.00 • $44.50 (with writing)	• $43.00
Test Purpose:	Designed to measure academic achievement in the areas of English, mathematics, reading, and science.	Designed to measure critical reading, writing, and mathematical reasoning skills.
Test Content:	**ACT English Test (75 items, 45 minutes)** Usage/Mechanics • Punctuation (13%) • Basic Grammar and Usage (16%) • Sentence Structure (24%) • Rhetorical Skills • Strategies (16%) • Organization (15%) • Style (16%)	**SAT Writing (Mandatory) (60 minutes)** Multiple Choice (35 minutes) Essay (25 minutes)
	ACT Mathematics Test (60 items, 60 minutes) Pre-Algebra and Elementary Algebra (23%, 17%) Intermediate Algebra and Coord. Geometry (15%, 15%) Plane Geometry and Trigonometry (23%, 7%)	**SAT Mathematics (70 minutes)** Arithmetic (20%) Algebra (35–40%) Geometry (25–30%) Data Analysis (10–15%)
	ACT Reading Test (40 items, 35 minutes) Arts and Literature • Prose Fiction (25%) • Humanities (25%) (Art history, art, music, philosophy, theater, architecture, dance, religion/ethics, literary criticism) Social Studies and Natural Sciences (25%, 25%) • History, Political Science, Biology, Chemistry, Physics, Physical Sciences	**SAT Critical Reading (70 minutes)** Sentence Completion Critical Reading in Humanities, Social Narrative (80% nonfiction) 80% Extended Reasoning 10% Literal Comprehension 10% Vocabulary Elementary Analogies Adding Short Passages
	ACT Science Test (40 items, 35 minutes) Interpretation analysis, evaluation, reasoning, and problem-solving skills in Biology, Earth/Space Sciences, Chemistry, and Physics Data Representation (38%) Research Summaries (45%) Conflicting Viewpoints (17%)	**No Science Test**
	ACT Writing Test (Optional) (1 prompt, 30 minutes) Measures writing skills emphasized in high school English classes and in entry-level college composition courses. Consists of one 30-minute essay.	
Method of Scoring:	Scores based on number of right answers. No penalty for guessing.	Scores adjusted for guessing. Correct answers carry full weight while a chance-level penalty is applied for each incorrect answer.

	The ACT (ACT, Inc.)	SAT (College Board)
Test Score Scales:	**ACT English Test: 1–36** • Usage/Mechanics: 1–18 • Rhetorical Skills: 1–18	**SAT Writing: 200–800** • Multiple Choice: 20–80 • Essay: 2–12
	ACT Reading Test: 1–36 • Arts and Literature: 1–18 • Social Studies and Sciences: 1–18	**SAT Critical Reading: 200–800**
	ACT Mathematics Test: 1–36 • Pre-Algebra & Elementary Algebra: 1–18 • Inter. Algebra & Coordinate Geometry: 1–18 • Plane Geometry & Trigonometry: 1–18	**SAT Mathematics: 200–800**
	ACT Science Test: 1–36	**No Science Test**
	ACT Composite: 1–36 (average of 4 test scores– does not include writing)	**SAT Total: 600–2400** (sum of SAT Critical Reading, Math, and Writing Scores)
	ACT English and Writing: 1–36 • Essay Subscore: 2–12	
Student Information:	**Student Profile Section** • Background (Demographics) • High School Courses and Grades • Admission/Enrollment Information • Educational Plans, Interests, and Needs • Special Educational Needs, Interests, and Goals • College Extracurricular Plans • High School Info. and Extracurricular Activities • Out of Class Accomplishments • Evaluation of High School Experience	**Student Descriptive Questionnaire** • Background (Demographics) • Educational Background • High School & Community Activities • Sports • Student Plans for College
	Educational and Career Planning • ACT Interest Inventory • World-of-Work Map • College Majors and Programs	
Common Uses:	Admissions (accepted by most, but not all, colleges and universities) Talent Identification Academic Advising Freshman Course Placement Decisions Awarding Course Credit, Especially in English and Math Courses Awarding Scholarships (not sole criterion)	Admissions (accepted by most, not all, colleges and universities) Talent Identification Academic Advising Awarding Scholarships (not sole criterion)
Research Services:	Class Profile Service Prediction Research Service Course Placement Service Retention Research Service	Class Profile Service Validity Research Service

Please Note: Every effort has been made to represent the ACT and SAT information accurately and concisely. All information has been drawn from official publications of the organizations offering the tests.

ACT and SAT National Score Report Preferences

ACT or SAT

Accepted Equally **1,571**
ACT Preferred **557**
SAT Preferred **243**

ACT or SAT Exclusive

ACT Exclusive **36**

Far North Bible College, AK
Golden State Baptist College, CA
Jennie Edmundson Hosp Sch of Radiologic Tech, IA
Conenant Med Center Sch Radiologic Tech, IA
Providence Baptist College, IL
Henderson Community College, KY
Murray State University, KY
Louisiana State Univ., Eunice, LA
Louisiana State Univ., Alexandria, LA
Louisiana State University School of Dentistry, LA
Louisiana Technical College - Teche Area Cmp, LA
North Oaks Med Center Sch Radiologic Tech, LA
Southern University at Shreveport, LA
Baton Rouge Gen Med Center Sch of Rad Tech., LA
Oakland University, MI
Sinai-Grace School of Rad Tech, MI
Minnesota State University, Mankato, MN
Martin Luther College, MN
Rolla Technical Institute Center, MO
Hinds Community College (5 campuses), MS
Holmes Community College, MS
Pearl River Community College, MS
Piedmont Baptist College, NC
Turtle Mountan Comm. College, ND
Alegent Health Sch of Radiologic Tech, NE
Carl Albert State College, OK
Sanford USD Med Center Sch Radiologic Tech, SD
McKennan Hosp Sch Radiologic Tech, SD
Jackson State Community College, TN
Dyersburg State Community College, TN
Baptist College of Ministry, WI
Bellin College of Nursing, WI
St Mary's/Marshall U Coop Nursing Program, WV

SAT Exclusive **2**

Central ME Medical Center School of Nursing, ME
Ramapo College of New Jersey, NJ

No Test Required **865**
Incomplete Response **170**
No Response **107**
Total **3,551**

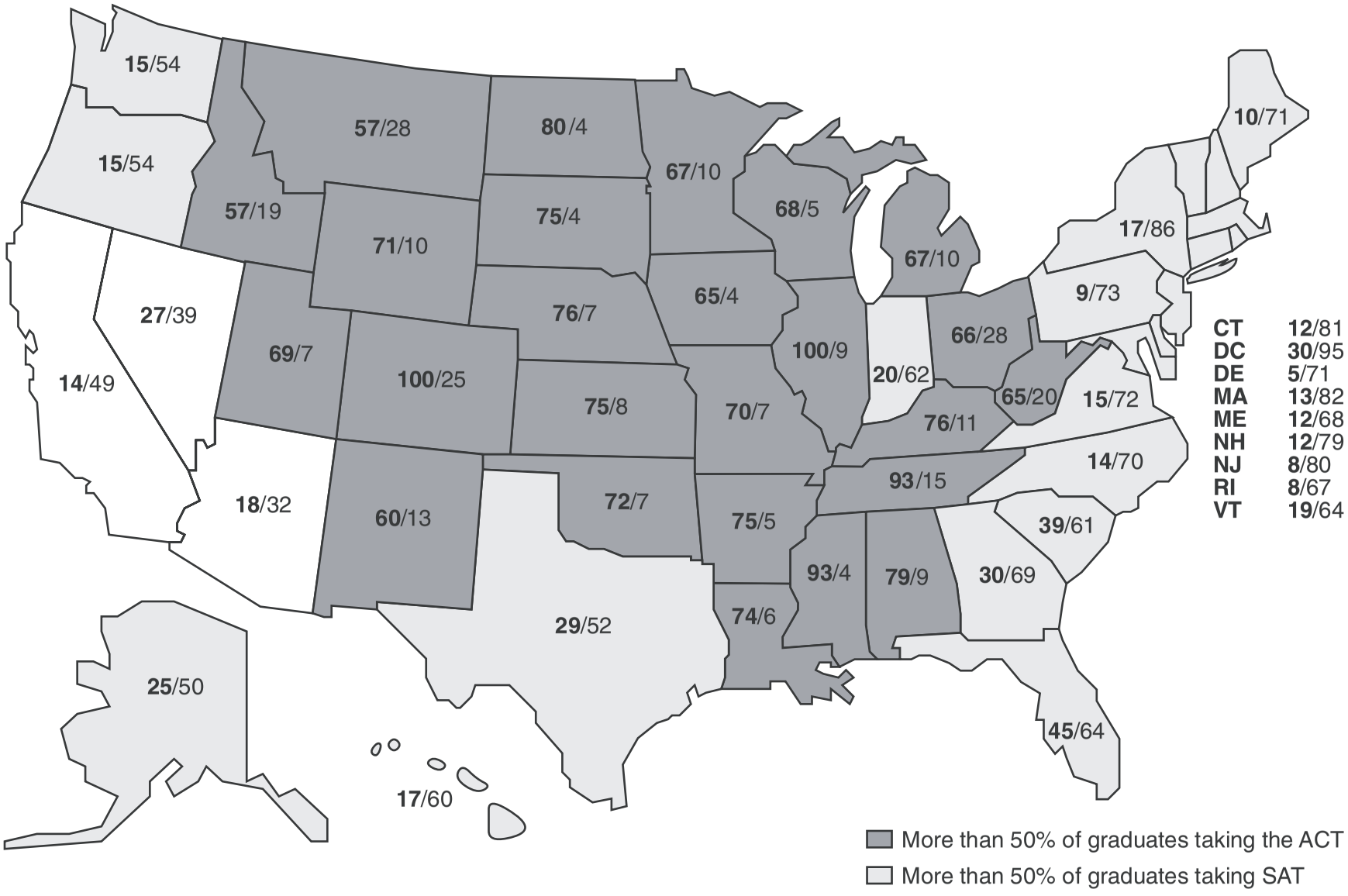
Colleges currently accepting the ACT Test in lieu of both the SAT Reasoning Test and SAT Subject Tests

School	State
Amherst College	MA
Barnard College	NY
Boston College	MA
Brandeis University	MA
Brown University	RI
Bryn Mawr College	PA
Case Western Reserve University	OH
Connecticut College	CT
Duke University	NC
Franklin and Marshall College	PA
Hamilton College	NY
Johns Hopkins University	MD
McGill University	Canada
Middlebury College	VT
Pomona College	CA
Rensselaer Polytechnic Institute	NY
Swarthmore College	PA
Trinity College	CT
Tufts University	MA
Union College	NY
University of Pennsylvania	PA
University of Richmond	VA
Vassar College	NY
Wellesley College	MA
Wesleyan University	CT
Worcester Polytechnic Institute	MA
Yale University	CT

This listing was drawn from websites of the respective institutions June 2007.

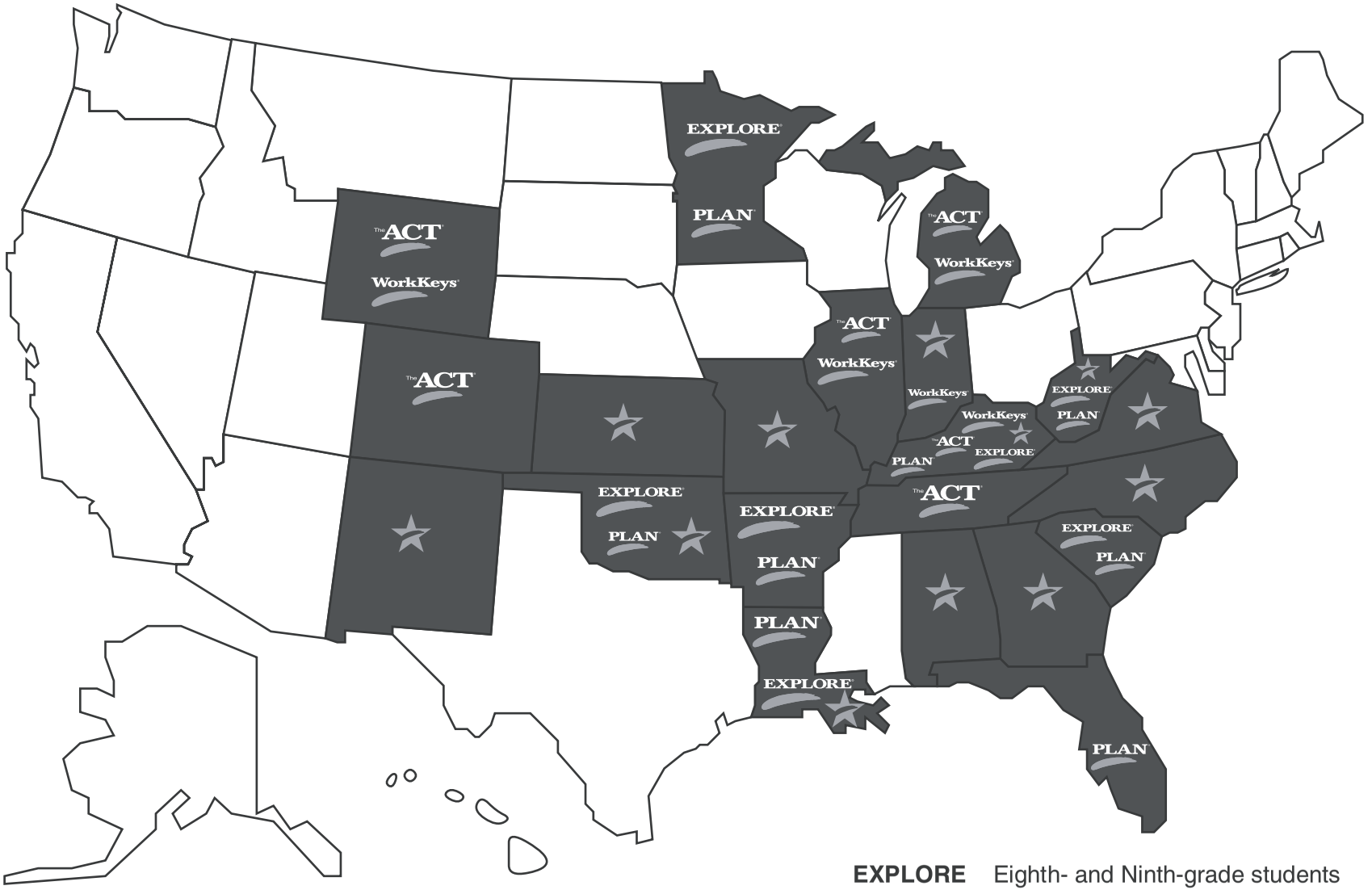
2006
Percent of Seniors Taking ACT and SAT

bold indicates ACT test takers / non-bold indicates SAT test takers



3/14/2006
Source: WICHE data for number of H.S. Graduates per state, ACT Annual State Reports, College Board Annual State Summary

2007
Statewide Partnerships in College and Work Readiness



EXPLORE Eighth- and Ninth-grade students

PLAN Tenth-grade students

ACT Eleventh- and Twelfth-grade students

National Career Readiness Certificate Program

EXPLORE®

PLAN®

EXPLORE®

2007|2008 EXPLORE® at a Glance

EXPLORE® in grades 8 and 9 serves as the entry measure of academic progress in the ACT Educational Planning and Assessment System (EPAS™), which includes PLAN® (grade 10) and the ACT® (grades 11 and 12). EPAS programs share the same score scale, enabling educators to seamlessly document student progress from grades 8–12. EXPLORE is an early indicator of college readiness, an effective tool for planning high school coursework, and a useful career exploration and planning program. Learn more at **www.act.org/explore.**

EXPLORE English Test
30 minutes

Content/Skills	Number of Items
Punctuation	6
Grammar and Usage	8
Sentence Structure	11
Usage/Mechanics Subtotal	**25**
Strategy	5
Organization	5
Style	5
Rhetorical Skills Subtotal	**15**
Total	**40**

EXPLORE Reading Test
30 minutes

Type of Reading Selections	Number of Items
Prose Fiction	10
Humanities	10
Social Sciences	10
Total	**30**

Other Key EXPLORE Components
Approximately 45 minutes

- Needs Assessment—collects information about students' perceived needs
- Plans and Background Information—gathers information about students' school coursework plans, educational and career plans after high school, and other relevant background information
- Interest Inventory—helps students explore personally relevant career options

EXPLORE Mathematics Test
30 minutes

Content Area	Number of Items
Pre-Algebra	10
Elementary Algebra	9
Geometry	7
Statistics/Probability	4
Total	**30**

EXPLORE Science Test
30 minutes

Content/Formats	Number of Items
The content areas of the test are: Earth/Space Sciences, Life Sciences, and Physical Sciences	
The content is distributed across three formats:	
Data Representation	12
Research Summaries	10
Conflicting Viewpoints	6
Total	**28**

Scoring Services

Standard Reporting:
- 2 copies of Student Report
- Student Roster
- Profile Summary Report

Additional Supplemental Reporting Options:
- College Readiness Standards Information Services
- Student Score Labels
- Student Data File on CD
- Customized Summary and Roster Reports
- Linkage Reports to 10th-grade PLAN

After-Testing Activities using *It's Your Future: Using Your EXPLORE Results* include:
- Exploring Job Possibilities—uses the results of the Interest Inventory to explore careers
- Coursework Planner—provides guidelines to help students develop a high school coursework plan based on their EXPLORE test results and future educational and career plans

Additional after-testing information can be found at www.explorestudent.org

For more information, call 800/294-2875, e-mail explore@act.org, visit our website at **www.act.org/explore**, or contact the ACT regional office serving your state as shown on the reverse side of this sheet.

ACT®

2007|2008 PLAN® at a Glance

PLAN® in grade 10 serves as the midpoint measure of academic progress in the ACT Educational Planning and Assessment System (EPAS™), which includes EXPLORE® (grades 8 and 9) and the ACT® (grades 11 and 12). EPAS programs share the same score scale, enabling educators to seamlessly document student progress from grades 8 through 12. PLAN is a powerful predictor of success on the ACT, an early indicator of college readiness, and a tool to help students explore careers that match their interests. Learn more at **www.act.org/plan**.

PLAN English Test
30 minutes

Content/Skills	Number of Items
Punctuation	7
Grammar and Usage	9
Sentence Structure	14
Usage/Mechanics Subtotal	**30**
Strategy	6
Organization	7
Style	7
Rhetorical Skills Subtotal	**20**
Total	**50**

PLAN Reading Test
20 minutes

Type of Reading Selections	Number of Items
Prose Fiction	8
Humanities	9
Social Sciences	8
Total	**25**

Other Key PLAN Components and Benefits
Approximately 65–75 minutes

- Needs Assessment—highlights students' perceived needs for help
- High School Course/Grade Information—helps evaluate course-taking patterns in light of recommended core
- UNIACT Interest Inventory—helps students explore personally relevant career options
- Educational Opportunity Service (EOS)—provides relevant college and scholarship information based on PLAN information

Professional Development and Consulting Services

- Implementation Workshops—orientation to pre-test registration, test administration procedures, post-testing logistics, and the benefits of PLAN testing to students, parents, and educators
- Interpretation Workshops—illustrates how to use PLAN results to improve achievement and college readiness. Includes interpretation of student score reports, aggregate reports, and use of student support materials.
- Instructional Support Workshops—helps educators use PLAN assessment information to inform curriculum planning and program evaluation using ACT's College Readiness Standards™

PLAN Mathematics Test
40 minutes

Content Area	Number of Items
Pre-Algebra	14
Elementary Algebra	8
Pre-Algebra/Algebra Subtotal	**22**
Coordinate Geometry	7
Plane Geometry	11
Geometry Subtotal	**18**
Total	**40**

PLAN Science Test
25 minutes

Content/Formats	Number of Items
The content areas of the test are: Biology, Earth/Space Sciences, Chemistry, and Physics.	
The content is distributed across three formats:	
Data Representation	10
Research Summaries	14
Conflicting Viewpoints	6
Total	**30**

Reporting Services

Standard:

- 2 copies of Student Score Report
- 2 copies of Student Score Label
- High School List Report
- Profile Summary Report

Supplemental:

- Local School and District Norms
- Item Response Summary Report
- College Readiness Standards Information Services
- Student data file on CD
- Customized Summary and Roster Reports
- Linkage Reports to EXPLORE or to the ACT

Can ACT Scores Be Estimated from PLAN Scores?

The chart below provides a range estimate of a student's ACT Composite score based on PLAN Composite scores earned by grade 10 students who were tested between September and December. Because PLAN and the ACT share a common score scale, the scores earned on PLAN represent the same score likely to have been earned on the ACT had it been taken on the same day. This chart gives the expected range estimate of the ACT Composite score based on the assumption of expected educational development from grade 10 to grades 11–12.

PLAN Score	ACT Intervals	
	Low Score	High Score
1	8	10
2	8	10
3	8	10
4	8	11
5	8	11
6	9	12
7	10	13
8	11	14
9	11	14
10	12	15
11	12	15
12	12	15
13	13	17
14	14	18
15	15	19
16	16	20
17	17	21
18	18	22
19	19	23
20	21	25
21	22	26
22	23	27
23	24	28
24	26	30
25	26	30
26	27	31
27	28	32
28	29	33
29	31	34
30	32	34
31	33	35
32	33	35

COLLEGE READINESS

Using PLAN to Identify Student Readiness for Advanced Courses in High School

Introduction

As part of recent calls for high school reform, the nation's secondary schools are being strongly encouraged to offer and promote more rigorous coursework that will better prepare students for success in college and work after graduation. One outcome of this effort is increased interest on the part of high schools in having more of their students participate in dual enrollment, International Baccalaureate (IB), Advanced Placement (AP), or other similarly rigorous programs in which students earn college placement or credit for college-level work done in high school.

Helping students know whether they are likely to succeed in such courses has become a major challenge for educators. As part of its Educational Planning and Assessment System (EPAS), ACT offers the PLAN program as a way for 10th-grade students to review their progress toward college readiness while there is still time to make necessary interventions. PLAN provides information helpful in identifying students who are ready for rigorous work such as IB, AP, or dual enrollment courses. Because students often take college-level courses during the latter half of their high school careers, PLAN administrations are well timed to provide students with the opportunity to judge their readiness for such coursework. ACT has found that students' PLAN scores are effective predictors of success in these courses.

The Study

We compared sets of student scores on PLAN to their scores on selected AP Exams. An AP Exam assesses students' mastery of the material covered in the corresponding AP course. In 1999 and 2002, a total of 2,589 student records were studied across seven AP Exams. All AP Exam scores had moderate or higher correlations with PLAN scores. Further, combined (averaged) PLAN English/Reading and Mathematics/Science scores were created for each student and correlated with the relevant AP Exam scores. Table 1 reports the PLAN score with the highest correlation to each AP Exam.

Table 1

Correlations between PLAN Scores and Selected AP Exam Scores

AP Exam	Correlation (PLAN score)
U.S. History	0.49 (Composite)
European History	0.36 (Composite)
U.S. Government	0.51 (Composite)
Biology	0.47 (Composite)
English Language	0.57 (Composite)
English Literature	0.54 (English/Reading)
Calculus AB	0.40 (Mathematics/Science)

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An additional way of examining the relationships between PLAN and AP Exam scores is to examine how accurately PLAN scores predict students' chances of success on an AP Exam. Scores on AP Exams are reported on a scale of 1 to 5, with 1 representing "no recommendation" (i.e., the score cannot be used to determine a student's mastery of the material) and 5 representing "extremely well qualified" (i.e., the score shows that the student possesses extremely high qualifications in the subject being assessed). For research purposes, ACT defined success on an AP Exam as a score of 3 ("qualified"), 4, ("well qualified"), or 5.

The percentages of accuracy when PLAN is used to predict AP scores are reported in Table 2. Using the PLAN Composite score resulted in correct predictions for 69 percent (in European history) to 84 percent (in U.S. Government) of PLAN-tested students. For Calculus AB, using the combined PLAN Mathematics/Science score resulted in correct predictions for 75 percent of PLAN-tested students. For English Language and English Literature, both the PLAN Composite and the combined English/Reading score were the highest predictors, at 80 and 79 percent, respectively.

Table 2

Percentages of Accurate Predictions of Selected AP Exam Scores of 3 or Higher Using PLAN Scores

AP Exam	Percentage Accuracy (PLAN Score)
U.S. History	79% (Composite)
European History	69% (Composite)
U.S. Government	84% (Composite)
Biology	78% (Composite)
English Language	80% (English/Reading; Composite)
English Literature	79% (English/Reading; Composite)
Calculus AB	75% (Mathematics/Science)

Conclusion

Administering PLAN to 10th-grade students not only provides them with the opportunity to assess their progress toward their education and career goals, but also allows schools and school districts to determine which of their students stand to benefit the most from taking IB, AP, dual enrollment, and other rigorous courses. For more information on how schools can take advantage of PLAN's predictive power with regard to college credit coursework, please contact your nearest ACT regional office.

Research Supports EPAS Effectiveness

ACT has conducted extensive research exploring the effectiveness of EXPLORE and PLAN for preparing students for success in college. This research has consistently shown that schools using EXPLORE and/or PLAN have seen significant improvement in their students' readiness for college. Below is a summary of recent findings.

- Students who attend schools that use EXPLORE and PLAN are more likely to attain higher scores on the ACT than are students attending schools that do not.
- Students who participate in EPAS programs are more likely to be college-ready than those who do not.
- Students who use EXPLORE and PLAN have higher college aspirations, and are more certain of those aspirations, compared to students who do not participate in these programs.
- Fewer students require educational and career guidance when their schools use PLAN and ACT information in career and educational planning.
- Using EPAS increases the educational preparedness of racial/ethnic minority students, both in terms of actual educational achievement and in meeting College Readiness Benchmark Scores.
- Racial/ethnic minority students who take EXPLORE and PLAN do better on the ACT than those who do not, regardless of the schools students attend.
- Minority students who participate in EPAS programs are more likely to be college-ready than those who do not.
- Underrepresented students who use EXPLORE and PLAN information in educational planning are more likely to take rigorous college preparatory coursework in high school, particularly in mathematics and science.
- Schools that use PLAN over time are more likely to achieve larger gains in average ACT scores than schools that do not.
- The percentage of racial/ethnic minority students planning to take a college preparatory curriculum in high school increases substantially if they have taken EXPLORE.

Visit **www.act.org/research** to review ACT research reports about EPAS and other ACT programs.

A Model for Implementing EPAS

Objective	Basic Implementation	Intermediate Implementation	Advanced Implementation
Using EXPLORE and PLAN to Advance Student Educational and Career Planning	■ Distribute EXPLORE and PLAN Student Score Reports to students and review ■ Compare students' high school course-taking plans to recommended core curriculum ■ Use EXPLORE and PLAN results to identify careers in line with student interests ■ Use EXPLORE and PLAN Student Score Reports to identify reported needs for help	■ Use Side 2 of the EXPLORE and PLAN Student Score Reports to identify ways to improve student skills ■ Conduct guidance meetings with students and parents individually or in small groups using Student Score Reports ■ Develop four-year plans based on EXPLORE results. Update four-year plans based on PLAN results ■ Use EXPLORE and PLAN results to encourage more rigorous course-taking	■ Determine course offerings based on student needs as identified by EPAS results ■ Use College Readiness Benchmark Scores to provide an early indicator of readiness for college-level coursework ■ Discuss EPAS results in meetings for postsecondary educational planning with students and parents ■ Use Early Intervention Rosters to identify those students who need additional help to get on track for success
Using EXPLORE and PLAN to Improve Curriculum and Instruction	■ EXPLORE and PLAN Profile Summary Reports are reviewed by faculty and administrators ■ Strengths and weaknesses of the curriculum as revealed by EPAS results are acknowledged	■ ACT's College Readiness Standards are used by individual faculty members in planning instruction ■ ACT's College Readiness Standards Information Services are used to evaluate how well students are meeting expectations ■ PLAN Item Response Summary Reports are used by faculty to identify "holes" in the curriculum and to compare item-level performance against a national norm	■ Faculty use ACT's Curriculum Review Worksheets and Interpretive Guides to link what is taught in the classroom to the skills measured by EXPLORE and PLAN ■ EXPLORE-PLAN and PLAN-ACT Linkage Reports are used to monitor longitudinal growth ■ Continuously evaluate curriculum and instruction using EXPLORE and PLAN results and reporting options

Sample EXPLORE Score Report

October 27, 2007 **PN:** 99244642 123876

EXPLORE®

Your Score Report

TAYLOR, ANN C

GRADE: 8
CLASS/GROUP NAME: SMITH

SCHOOL NAME: EXAMPLE MIDDLE SCHOOL **SCHOOL CODE:** 00000000 **TEST FORM:** 00B **TEST DATE:** OCTOBER 2007

ACT®

Your Scores

	Score Range (1-25)	In the U.S. (Fall 8th)	In Your School	In Your District	In Your State
Composite Score	**15**	**64%**	**60%**	**49%**	**63%**
English	**16**	**74%**	**75%**	**70%**	**76%**
Usage/Mechanics (1-12)	09	83%	81%	80%	84%
Rhetorical Skills (1-12)	08	75%	84%	77%	77%
Mathematics	**14**	**47%**	**40%**	**30%**	**51%**
Reading	**16**	**77%**	**78%**	**67%**	**77%**
Science	**15**	**46%**	**36%**	**27%**	**44%**

Percent of students scoring at or below your score (1% 10% 25% 50% 75% 90% 99%)

More Info at www.explorestudent.org

Your Estimated PLAN Composite Score Range

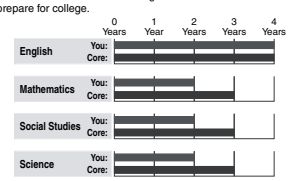
15-18

PLAN is a 10th-grade test that helps you plan for the ACT tests and for college. Additional information is in your booklet *It's Your Future.*

Your Plans

Your High School Course Plans Compared to Core

Core means minimum number of high school courses recommended to prepare for college.



About Your Course Plans. Your plans fall short of recommended courses. Consider taking additional courses in Mathematics, Social Studies, and Science. (Most successful college students completed all of these recommended courses when they were in high school.) You may want to talk to your counselor or teacher to make sure you are getting the courses you need.

Your Reported Needs

- ✓ • Making plans for my education, career, and work after high school
- • Improving my writing skills
- • Improving my reading speed and comprehension
- ✓ • Improving my study skills
- ✓ • Improving my mathematical skills
- • Improving my computer skills
- ✓ • Improving my public speaking skills

Your Plans for After High School

Educational Plans
4-Year College or University

Career Area Preference
Financial Transactions

College Readiness

Students scoring at or above these EXPLORE benchmark scores, and taking college prep courses throughout high school, will likely be ready for first-year college courses. How do your scores compare?

	EXPLORE Benchmark Scores	Your score is: Below	At	Above
English	13			✓
Mathematics	17	✓		
Reading	15			✓
Science	20	✓		

About Your Scores. One or more of your EXPLORE scores fall below the benchmark scores that show readiness for college-level work. Suggestions for improving your skills are listed on the back of this report. Also, talk to your counselor or teacher about courses that can improve your skills. It's not too early to start thinking about college.

TAYLOR, ANN C

Your Career Possibilities

STEP 1: You and the World of Work

The World-of-Work Map is your key to hundreds of jobs in the work world. The Map shows 26 Career Areas (groups of similar jobs) according to their basic work tasks involving people, things, data, and ideas.

The Map is divided in 12 regions. Each region has a different mix of work tasks. For example, Career Area P (Natural Science & Technologies) mostly involves working with ideas and things. Which Career Areas mostly involve working with people and data?

STEP 2: Your Interests

When you completed EXPLORE you were asked to:
- choose a Career Area you would like.
- complete an interest inventory.

Your results are shown on the World-of-Work Map below.
- You chose Career Area F: Financial Transactions.
- Your interest inventory results suggest that you may enjoy jobs in map regions 7, 8, and 9. See the Career Areas in those regions.

There are many jobs in these Career Areas. For example, Crime Lab Analysts use physical evidence to reconstruct crime scenes. They gather, examine, identify, and preserve evidence.

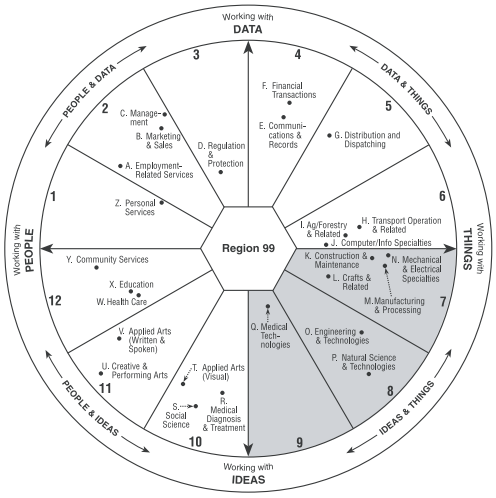
STEP 3: Exploring Career Options

The Career Area List below shows examples of jobs in each of the 26 Career Areas. Review all of the Career Areas, especially those that are shaded.

Circle at least two Career Areas that have jobs you might like best.

Find out more about jobs that are right for you. Use the steps in your booklet, or go to **www.explorestudent.org.**

World-of-Work Map



Information for Counselors	*Scores: R6 I8 A5 S4 E4 C3* *%Like, Indifferent, Dislike: 34—21—45*

Career Area List

A. Employment-Related Services
Human Resources Manager; Recruiter; Interviewer

B. Marketing & Sales
Agents (Insurance, Real Estate, etc.); Retail Salesworker

C. Management
Executive; Office Manager; Hotel/Motel Manager

D. Regulation & Protection
Food Inspector; Police Officer; Detective

E. Communications & Records
Secretary; Court Reporter; Office Clerk

F. Financial Transactions
Accountant; Bank Teller; Budget Analyst

G. Distribution & Dispatching
Warehouse Supervisor; Air Traffic Controller

H. Transport Operation & Related
Truck/Bus/Cab Drive; Ship Captain; Pilot

I. Agriculture, Forestry & Related
Farmer; Nursery Manager; Forester

J. Computer & Information Specialties
Programmer; Systems Analyst; Desktop Publisher; Actuary

K. Construction & Maintenance
Carpenter; Electrician; Bricklayer

L. Crafts & Related
Cabinetmaker; Tailor; Chef/Cook; Jeweler

M. Manufacturing & Processing
Tool & Die Maker; Machinist; Welder; Dry Cleaner

N. Mechanical & Electrical Specialties
Auto Mechanic; Aircraft Mechanic; Office Machine Repairer

O. Engineering & Technologies
Engineers (Civil, etc.); Technicians (Laser, etc.); Architect

P. Natural Science & Technologies
Physicist; Biologist; Chemist; Statistician

Q. Medical Technologies (also see Area W)
Pharmacist; Optician; Dietitian; Technologists (Surgical, etc.)

R. Medical Diagnosis & Treatment (also see Area W)
Physician; Pathologist; Dentist; Veterinarian; Nurse Anesthetist

S. Social Science
Sociologist; Political Scientist; Economist; Urban Planner

T. Applied Arts (Visual)
Artist; Illustrator; Photographer; Interior Designer

U. Creative & Performing Arts
Writer; Musician; Singer; Dancer; TV/Movie Director

V. Applied Arts (Written & Spoken)
Reporter; Columnist; Editor; Librarian

W. Health Care (also see Areas Q and R)
Recreational Therapist; Dental Assistant; Licensed Practical Nurse

X. Education
Administrator; Athletic Coach; Teacher

Y. Community Services
Social Worker; Lawyer; Paralegal; Counselor; Clergy

Z. Personal Services
Waiter/Waitress; Barber; Cosmetologist; Travel Guide

TAYLOR, ANN C

Your Skills

More Info at www.explorestudent.org

English	Your English score suggests you are probably able to:	To improve your skills you can:
Topic Development	Decide and describe the purpose or role a given phrase or sentence serves in an essay Delete a sentence or part of a sentence that is clearly irrelevant to the essay	read closely writers like George Orwell, James Baldwin, Sandra Cisneros, or Tony Hillerman describe the main idea of a paper you wrote read writing aloud; cut out sentences that don't fit the topic
Organization	Select the most logical place to add a sentence in a paragraph	draft problem-solution or compare-contrast papers, using appropriate transition words or phrases like *because* or *therefore* try different ways to begin papers (present startling information, a question, main points, etc.); see how each changes the rest of the paper
Word Choice	Revise sentences that are clearly repetitive or wordy Revise wording that doesn't fit an essay's style	revise writing to delete clumsy repetition, as in changing "The *puppy dog* barked *noisily* and *loudly*." to "The *puppy* barked *loudly*." read a published essay and note the way words, details, and sentence lengths can create tone
Sentence Structure	Fix awkward run-on sentences and sentence fragments by using conjunctions (like *and* or *but*) and correct punctuation, as in "She tried out for the lead role [*but*] didn't win the part." Decide the appropriate verb tense and voice (active or passive) by considering the meaning of the entire sentence	write increasingly sophisticated sentences, handling effectively such elements as introductory clauses like "In the past, . . . "
Usage	Use adverbs and adjectives correctly ("stirred rapidly" and "a rapid heartbeat"); maintain grammatical agreement ("Tom/he is" and "Tom and Sue/they are"); use the right preposition in common phrases Use the right word in frequently confused pairs like *there* and *their*, *past* and *passed*	become familiar with commonly used idioms like "hold your horses" check each verb to make sure it matches the subject in number and person, even when other nouns are between them
Punctuation	Handle simple punctuation issues (for example, use commas to separate items in a series, as in "She ran along the diving board, jumped, sailed through the air, and landed in the pool.") Delete commas that disturb the flow of a sentence, as in "An elephant usually[,] is large."	use commas to set off expressions that aren't essential to the sentence (for example, "Bob, in spite of all the bad reviews, wanted to see the movie.") delete commas that create unnecessary pauses, as in "He walked[,] by quickly."

Mathematics	Your Mathematics score suggests you are probably able to:	To improve your skills you can:
Basic Operations	Add, subtract, multiply, and divide with whole numbers and decimals (for example, 17 + 0.18 = 17.18; 0.33 × .50 = 0.165) Solve problems in one or two steps using whole numbers Convert measurements using common units (inches to feet, etc.)	find some word problems in a book or on the Web and practice restating the problem in your own words (focus on what is given and what you are asked to find) work the three major types of percent problems (for example, What percent of 20 is 7? 18 is what percent of 72? What is 15% of 12?)
Probability	Determine the average of a set of positive whole numbers (for example, [12, 18, 6, 20, 4] has an average of 12) Do a single computation using data from a table or chart	make up lists of numbers that contain positives and negatives and find the average value (for example, 9, –1, 5, –3 has an average of 2.5) determine what probabilities, when added together, represent 100% (for example, 4 red and 3 blue chips are in a hat; the sum of the probabilities of drawing and of not drawing a red chip on any one draw is 100%)
Numbers: Concepts and Properties	Identify fractions that are equivalent to a given fraction, including those in lowest terms	practice finding the factors of a number (for example, positive whole number factors of 32 are 1, 2, 4, 8, 16, and 32) rewrite multi-digit numbers as a sum of values based on place value (for example, $4{,}276.05 = 4{,}000 + 200 + 70 + 6 + \frac{5}{100}$)
Expressions, Equations, and Inequalities	Identify the meaning of basic symbolic expressions (for example, $b + g$ represents the total of *b* and *g*) Solve one-step equations in the form $x + a = b$, where a and b are whole numbers or decimals (for example, $x + 3.1 = 15$)	define each variable in multiple lists of formulas and practice substituting values into each formula to evaluate it practice identifying and combining like terms of an algebraic expression (for example, $3w^2 + 5w + 12w^2 = 15w^2 + 5w$)
Graphical Representations	Identify the location of a point with a positive coordinate on the number line	practice locating and describing objects in terms of their position on the number line and on a grid (for example, 4 right and 6 up)
Properties of Plane Figures		look for real-world examples of parallel lines like railroad tracks, etc.
Measurement	Given a geometric figure and some of its line segment lengths, estimate or calculate the length of other line segments	perform activities that require the computation of area and perimeter of geometric figures like your school building

Reading	Your Reading score suggests you are probably able to:	To improve your skills you can:
Main Ideas and Author's Approach	See a clear intent (goal) of an author or narrator in uncomplicated literary narratives	decide whether a paragraph in a short story or novel has its own main idea or serves mainly to support another point study the writing style of different authors, noting how they show or hide their thoughts about a topic by what they say and don't say
Supporting Details	Find simple details in a sentence or paragraph in uncomplicated passages See clear purpose of a part of an uncomplicated passage	explain in your own words why certain facts or details are important to the meaning of an essay, a film, an ad, a picture, etc. decide what is most and least important to know and understand in a piece of writing
Relationships	See relationships between main characters in uncomplicated literary narratives See clear cause-effect relationships within a single paragraph in uncomplicated literary narratives	highlight words or phrases in a cartoon strip, short story, or novel that suggest what happened first, second, etc. make a list that shows how specific people, objects, events, or ideas in a text are alike and different list factors (like money, world events, a person's viewpoint) that clearly influence how a situation turns out pick an event in a piece of writing and find statements that clearly show the reason(s) it happened and the final result(s)
Meanings of Words	Use context to get the meaning of simple figures of speech (for example, "the cheapest part of the house" refers to specific seats in a theater)	figure out the meaning of words or descriptive phrases by looking for clues in the writing (for example, how the word is used [noun, verb, etc.]; if other sentences define or provide hints about its meaning; if the word looks like other words you know)
Generalizations and Conclusions	Form simple general ideas and conclusions about people, ideas, and so on in uncomplicated passages	make a general statement about an issue you care about, using evidence from one or more texts review a variety of materials, looking for statements that oversimplify ideas or stereotype people (for example, "All girls want to get married and have children.") identify details in a challenging text that support or challenge conclusions drawn by the author or narrator and by you or your friends

Science	Your Science score suggests you are probably able to:	To improve your skills you can:
Interpretation of Data	Choose one piece of information (words or numbers) from a simple data presentation (for example, a table, graph, or diagram) Understand basic features of a table, graph, or diagram (for example, headings, units of measure, axis labels)	locate several pieces of data in a simple table or graph (for example, a graph with a single straight line plotted on linear axes) talk with others about the major points of science articles read science articles to better understand common science words like *star*, *force*, etc. look at the data in a simple table or graph and tell how changing the value of one variable changes the value of another variable
Scientific Investigation		do simple experiments using basic lab procedures; collect and write your results as observations and/or numbers
Evaluation of Models, Inferences, and Experimental Results		find one or more hypotheses or conclusions in a newspaper or magazine article about a science topic

Sample PLAN Score Report

November 6, 2007 **PN:** 99244642 123876

PLAN®

Your Score Report

TAYLOR, ANN C
1404 8TH ST
ANYTOWN, USA 00000

GRADE: 10
SORT CODE: 5

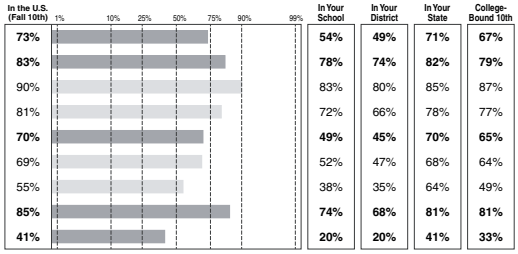
SCHOOL NAME: EXAMPLE HIGH SCHOOL **SCHOOL CODE:** 000000 **TEST FORM:** 00A **TEST DATE:** OCTOBER 23, 2007

ACT®

Your Scores

Percent of students scoring at or below your score

	Score Range (1-32)	In the U.S. (Fall 10th)	In Your School	In Your District	In Your State	College-Bound 10th
Composite Score	**18**	**73%**	**54%**	**49%**	**71%**	**67%**
English	**20**	**83%**	**78%**	**74%**	**82%**	**79%**
Usage/Mechanics (1-16)	11	90%	83%	80%	85%	87%
Rhetorical Skills (1-16)	10	81%	72%	66%	78%	77%
Mathematics	**17**	**70%**	**49%**	**45%**	**70%**	**65%**
Pre-Alg./Algebra (1-16)	08	69%	52%	47%	68%	64%
Geometry (1-16)	08	55%	38%	35%	64%	49%
Reading	**20**	**85%**	**74%**	**68%**	**81%**	**81%**
Science	**16**	**41%**	**20%**	**20%**	**41%**	**33%**



More Info at www.planstudent.org

Your Estimated ACT Composite Score Range

18-22

Use this score range to help plan for college.

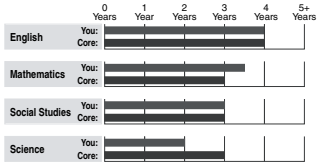
Your Educational Plans for After High School

4-Year College or University

Your Plans

Your High School Course Plans Compared to Core

Core means minimum number of high school courses recommended to prepare for college.



About Your Course Plans. Your plans fall short of recommended courses. Consider taking additional courses in Science. You may want to talk to your counselor or teacher to make sure you are getting the courses you need.

College Readiness

Students scoring at or above these PLAN benchmark scores, and taking college prep courses throughout high school, will likely be ready for first-year college courses. How do your scores compare?

	PLAN Benchmark Scores	Your score is: Below	At	Above
English	15			✓
Mathematics	19	✓		
Reading	17			✓
Science	21	✓		

About Your Scores. One or more of your PLAN scores fall below the benchmark scores that show readiness for college-level work. Suggestions for improving your skills are listed on the back of this report. Also, talk to your counselor or teacher about courses that can improve your skills. Check college websites to learn more about their admission requirements.

Admission Standards

Colleges differ in their admission standards. For example, most students in "selective" colleges have ACT Composite scores in the range of 21 to 26. Some admitted students may have scores outside the range.

Admission Standard	Typical Scores
Open	16–21
Traditional	18–24
Selective	21–26
Highly Selective	25–30

Profile for Success

Your Career Area Preference

Management

Successful college sophomores in majors related to your preferred Career Area typically have ACT Composite scores of:

21-25

See *Using Your PLAN Results.*

Your reported needs

- ✓ • Making plans for my education, career, and work after high school
- • Improving my writing skills
- ✓ • Improving my reading speed and comprehension
- ✓ • Improving my study skills
- ✓ • Improving my mathematical skills
- • Improving my computer skills
- ✓ • Improving my public speaking skills

TAYLOR, ANN C

Your Career Possibilities

STEP 1: You and the World of Work

The World-of-Work Map is your key to hundreds of jobs in the work world. The Map shows 26 Career Areas (groups of similar jobs) according to their basic work tasks involving people, things, data, and ideas.

The Map is divided in 12 regions. Each region has a different mix of work tasks. For example, Career Area P (Natural Science & Technologies) mostly involves working with ideas and things.

STEP 2: Your Interests

When you completed PLAN you were asked to:
- choose a Career Area you would like.
- complete an interest inventory.

Your results are shown on the World-of-Work Map below.
- You chose Career Area C: Management.
- Your interest inventory results suggest that you may enjoy jobs in map regions 3, 4, and 5. See the Career Areas in those regions.

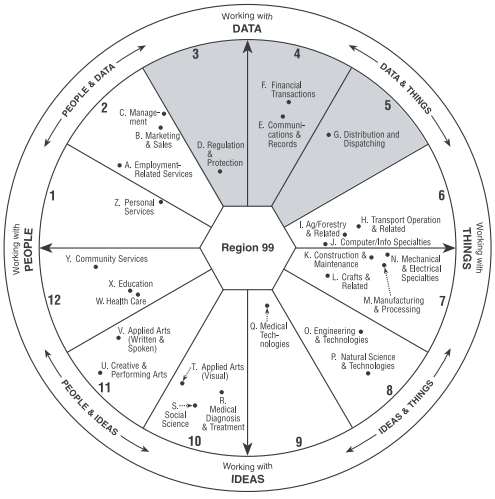
STEP 3: Exploring Career Options

The Career Area List below shows examples of jobs in each of the 26 Career Areas. Review all of the Career Areas, especially those that are shaded.

Circle at least two Career Areas that have jobs you might like best.

Find out more about jobs that are right for you. Use the steps in your booklet, or go to **www.planstudent.org.**

World-of-Work Map



Information for Counselors

Scores: R5 I4 A3 S4 E7 C6
%Like, Indifferent, Dislike: 22—38—40

Career Area List

A. Employment-Related Services
Human Resources Manager; Recruiter; Interviewer

B. Marketing & Sales
Agents (Insurance, Real Estate, etc.); Retail Salesworker

C. Management
Executive; Office Manager; Hotel/Motel Manager

D. Regulation & Protection
Food Inspector; Police Officer; Detective

E. Communications & Records
Secretary; Court Reporter; Office Clerk

F. Financial Transactions
Accountant; Bank Teller; Budget Analyst

G. Distribution & Dispatching
Warehouse Supervisor; Air Traffic Controller

H. Transport Operation & Related
Truck/Bus/Cab Drive; Ship Captain; Pilot

I. Agriculture, Forestry & Related
Farmer; Nursery Manager; Forester

J. Computer & Information Specialties
Programmer; Systems Analyst; Desktop Publisher; Actuary

K. Construction & Maintenance
Carpenter; Electrician; Bricklayer

L. Crafts & Related
Cabinetmaker; Tailor; Chef/Cook; Jeweler

M. Manufacturing & Processing
Tool & Die Maker; Machinist; Welder; Dry Cleaner

N. Mechanical & Electrical Specialties
Auto Mechanic; Aircraft Mechanic; Office Machine Repairer

O. Engineering & Technologies
Engineers (Civil, etc.); Technicians (Laser, etc.); Architect

P. Natural Science & Technologies
Physicist; Biologist; Chemist; Statistician

Q. Medical Technologies (also see Area W)
Pharmacist; Optician; Dietitian; Technologists (Surgical, etc.)

R. Medical Diagnosis & Treatment (also see Area W)
Physician; Pathologist; Dentist; Veterinarian; Nurse Anesthetist

S. Social Science
Sociologist; Political Scientist; Economist; Urban Planner

T. Applied Arts (Visual)
Artist; Illustrator; Photographer; Interior Designer

U. Creative & Performing Arts
Writer; Musician; Singer; Dancer; TV/Movie Director

V. Applied Arts (Written & Spoken)
Reporter; Columnist; Editor; Librarian

W. Health Care (also see Areas Q and R)
Recreational Therapist; Dental Assistant; Licensed Practical Nurse

X. Education
Administrator; Athletic Coach; Teacher

Y. Community Services
Social Worker; Lawyer; Paralegal; Counselor; Clergy

Z. Personal Services
Waiter/Waitress; Barber; Cosmetologist; Travel Guide

TAYLOR, ANN C

Your Skills

More Info at www.planstudent.org

Ask for your test booklet so you can review the questions and your answers.
"+" = correct answer, "o" = no response, "★" = marked more than one answer

Suggestions for improving your skills are based on your scores.

English

SUBSCORE AREA
(u = Usage; r = Rhetorical Skills)

Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore
1	A	+	u	18	D	+	r	35	A	+	r
2	C	+	u	19	D	C	u	36	B	C	r
3	A	+	u	20	A	+	u	37	D	o	u
4	D	+	r	21	C	+	r	38	D	o	u
5	B	+	r	22	C	B	r	39	A	+	r
6	B	A	r	23	A	+	r	40	B	+	r
7	D	+	u	24	B	+	u	41	C	B	r
8	A	+	u	25	B	+	u	42	D	+	r
9	C	+	r	26	A	D	r	43	C	+	u
10	B	A	u	27	C	+	r	44	A	+	u
11	A	+	u	28	D	+	r	45	D	B	r
12	D	C	r	29	B	+	u	46	B	C	r
13	D	+	r	30	D	+	r	47	A	+	r
14	B	o	r	31	A	+	u	48	A	+	r
15	A	+	r	32	C	+	u	49	B	+	r
16	B	A	r	33	C	+	u	50	B	A	r
17	C	+	u	34	C	B	r				

- **You correctly answered 34 out of 50 questions.**
- **You omitted 3 questions.**
- **You incorrectly answered 13 questions.**

Content Areas	To improve your skills you can:
Topic Development	challenge yourself by reading new kinds of books; experiment with new writing styles
	rewrite a paper, sharpening its focus by cutting sentences not directly related to the topic
	add examples to illustrate or support major points
Organization	use transitions (like *similarly* or *to repeat*) to compare or emphasize ideas
	have a classmate read your paper to see if sentences need to be reordered for clarity
	try different openings and closings for a paper; say which works best and why
Word Choice	make sure repetition in a paper is purposeful (to provide emphasis, unity, etc.)
	verify that each pronoun clearly refers to a noun or noun phrase
	reread writing to make sure the words convey the same tone or vary in tone for a good reason
Sentence Structure	learn the difference between uses of coordinating conjunctions (like *and* or *but*) and subordinating conjunctions (like *after* or *though*)
	make sure pronoun person is consistent in a sentence; for instance, avoid shifts from *one* ("When one sees . . .") to *you* (" . . . you are impressed.")
Usage	check possessive pronouns (like *her* or *his*) to make sure they are used correctly
	use the word *have* (not *of*) following verbs like *could, would,* and *should*
Punctuation	use commas, dashes, or parentheses to set off nonessential information in a sentence
	delete unneeded commas in compound constructions, as in "Flags waved[,] and rustled."
	check to make sure semicolons are not used between a dependent and independent clause in a sentence (for example, "He ran all the way to school[;] because he was late.")

Mathematics

SUBSCORE AREA
(a = Algebra; g = Geometry)

Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore
1	A	+	a	15	A	+	a	29	B	C	g
2	C	+	a	16	B	A	a	30	D	+	g
3	A	+	a	17	C	+	a	31	A	+	a
4	D	+	a	18	D	+	a	32	C	+	a
5	B	+	g	19	D	C	g	33	C	B	g
6	B	A	g	20	A	+	g	34	C	B	g
7	D	+	g	21	C	+	a	35	A	+	g
8	A	B	a	22	C	B	a	36	B	C	g
9	C	+	a	23	A	+	g	37	D	B	a
10	B	A	g	24	B	C	g	38	D	o	a
11	A	+	g	25	B	+	a	39	A	o	g
12	D	C	g	26	A	D	a	40	B	+	g
13	D	B	g	27	C	+	a				
14	B	o	a	28	D	C	g				

- **You correctly answered 21 out of 40 questions.**
- **You omitted 3 questions.**
- **You incorrectly answered 16 questions.**

Content Areas	To improve your skills you can:
Basic Operations	determine the discount price of items on sale (for example, an item that normally cost $10.00 is on sale for 13% off, so the sale price of the item is $8.70)
Probability	calculate the score value you need on your next math test to raise your overall grade by a certain percent
	predict the outcome of simple events (for example, the sum of two 6-sided fair number cubes when rolled)
Numbers: Concepts and Properties	research, and discuss with others, the uses of number sequences (for example, Fibonacci, arithmetic, geometric)
Expressions, Equations, and Inequalities	obtain lists of formulas and practice substituting positive and negative whole numbers into the formulas to evaluate
	practice adding and subtracting algebraic expressions such as $(3h + 8k) - (5h - 2k) = -2h + 10k$
	practice solving two-step equations such as $2x - 18 = -32$; $2x = -14$; $x = -7$
Graphical Representations	draw coordinate maps of your school, home, town, etc., labeling one point as the origin (0,0) and locating all other points appropriately; recognize lines that are vertical or horizontal and increasing and decreasing slopes of lines
	use number lines to represent lengths of segments (for example, have a friend point to any two points on a meterstick and mentally calculate the distance between the two points)
Properties of Plane Figures	determine how the sum of the interior angles of polygons are related (for example, cut the angles off of a triangle and arrange them to make a line; cut the angles off of a quadrilateral and arrange them to make a circle)
Measurement	quiz yourself and practice using the basic area and perimeter formulas for various polygons

Reading

Question	Correct Answer	Your Answer	Question	Correct Answer	Your Answer	Question	Correct Answer	Your Answer
1	A	+	10	B	A	19	D	C
2	C	+	11	A	+	20	A	+
3	A	B	12	D	C	21	C	+
4	D	+	13	D	+	22	C	B
5	B	+	14	B	o	23	A	+
6	B	A	15	A	+	24	B	C
7	D	+	16	B	A	25	B	+
8	A	B	17	C	+			
9	C	+	18	D	+			

- **You correctly answered 15 out of 25 questions.**
- **You omitted 1 question.**
- **You incorrectly answered 9 questions.**

Content Areas	To improve your skills you can:
Main Ideas and Author s Approach	take notes on a challenging text; decide how the information fits together as a whole
	practice writing brief summaries of books you have read
	decide who is telling a story (a child, an adult, etc.) and if that viewpoint relates the story well
Supporting Details	understand textual details and how they contribute to the author's or narrator's message (for example, strengthening or clarifying it)
	write an essay about something you've read, supporting your ideas with evidence
Relationships	use a chart or web to connect a series of events in a text or film, or from an everyday occurrence, justifying your chosen sequence
	decide whether comparisons made by the author or narrator help you understand relationships
Meanings of Words	look up word meanings and determine how the words an author or narrator uses affect people's impressions of a topic or issue
Generalizations and Conclusions	defend or challenge the author's or narrator's claims in a text by locating key pieces of information in other sources
	make accurate generalizations (avoiding oversimplifications) based on details in the text (for example, "You live *there*—in that polka-dotted house?" suggests disbelief)

Science

Question	Correct Answer	Your Answer	Question	Correct Answer	Your Answer	Question	Correct Answer	Your Answer
1	A	+	11	A	+	21	C	+
2	C	+	12	D	C	22	C	B
3	A	C	13	D	+	23	A	+
4	D	A	14	B	o	24	B	C
5	B	+	15	A	+	25	B	C
6	B	A	16	B	A	26	A	D
7	D	+	17	C	+	27	C	+
8	A	B	18	D	A	28	D	B
9	C	A	19	D	C	29	B	C
10	B	A	20	A	+	30	D	C

- **You correctly answered 12 out of 30 questions.**
- **You omitted 1 question.**
- **You incorrectly answered 17 questions.**

Content Areas	To improve your skills you can:
Interpretation of Data	know how to locate several pieces of data in a complex table or graph (for example, a graph with several curved lines or axes displaying values that increase by powers of ten)
	take data from an experiment you or others did and use it to make a line graph and a bar graph
	describe how the values of several pieces of data from a line graph are different (for example, larger or smaller)
Scientific Investigation	do an experiment that includes a *control group* (something used as the basis for comparison) and that uses procedures with several steps
	create a one-step experiment that will answer a specific question
	tell how two experiments are the same or different
Evaluation of Models, Inferences, and Experimental Results	read descriptions of actual experiments and, in each case, see if the reported results support the hypothesis
	read a scientist's opinion about an observation and figure out what assumptions the scientist made in forming that opinion

QualityCore™

QualityCore™

An Instructional Improvement Program

All students should have the opportunity to be college ready.

QualityCore helps ensure that high school core courses are focused on the right content and skills to enable students to be ready for college and work when they graduate from high school.

ACT®

QualityCore, ACT's high school instructional improvement program for core courses, consists of end-of-course (EOC) assessments, teacher resource materials, and formative assessment item pools.

Specifications for the EOC assessments have been determined by research conducted in high-performance classrooms in high schools across the nation.

English (includes Writing)	Mathematics	Science
English 10	Algebra I	Biology
English 11	Geometry	Chemistry
English 12	Algebra II	

Additional courses under development include English 9, Pre-Calculus, Physics, Speech and Communications, U.S. History, Statistics, Government, and Economics.

Benefits of Using QualityCore

- Ensures that outcomes of high school core preparatory courses are aligned with college readiness standards.
- Uses student achievement data to ensure the quality, consistency, and rigor of high school courses.
- Provides teachers with model lessons, model units, formative assessment item pools, and end-of-course assessments to help improve the quality, consistency, and rigor of core preparatory courses.
- Provides valid and reliable measures of student achievement.
- Enables educators to longitudinally monitor student achievement in becoming ready for college and workforce training programs by assessing progress on a course-by-course basis.
- Provides teachers with useful formative feedback about student progress that can be used to guide instructional interventions.
- Provides research-based professional development designed to support data-driven decisions.

www.qualitycore.org ■ 866/764-0228

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Other ACT Programs

ACT Online Prep™

The only test preparation program designed exclusively by ACT test development professionals is now online!

How Does ACT Online Prep™ Benefit Educators?

- Easy to set up for all of your students
- Identifies students who need remediation
- Easy to manage from any Web browser
- Provides Study Paths for all students
- Allows your students to be familiar with how the test will be conducted

Your school or district can purchase the **School Version**, providing access to ACT Online Prep for all enrolled students. To order a school site license, call Customer Services at 800/498-6065.

The **Student Version** provides access for a single user. Visit www.actonlineprep.com to order the Student Version.

DISCOVER®

ACT®

DISCOVER is the most comprehensive computer-based career guidance system available. It features research-based career assessments and detailed information that help people make important career and educational decisions.

DISCOVER can be used through the Internet by anyone from grade 5 through adulthood.

Unique Features	What this means for you:
Comprehensive, developmental guidance process	■ Helps users identify their strengths and needs, make good career decisions, and build a plan based on their personal profiles.
Research-based assessments of career-relevant interests, abilities, and job values	■ Career directions suggested are valid, correct, and broadly based
Theoretical bases	■ Supports thoughtful planning consistent with popular career developmental theories
World-of-Work Map	■ Organizes occupations into six clusters, parallel to Holland's Hexagon, to help users focus on career options that fit them best
Connects with EXPLORE, PLAN, ACT, and WorkKeys	■ Enhance career and educational planning outcomes though common terminology and approach
Complete, current databases of occupations, majors, and schools	■ Easy retrieval of information ■ Search databases many ways
Curriculum guides–high school and college versions	■ Improved integration of DISCOVER in academic courses and guidance programs
Electronic portfolio	■ Stores all career and educational planning information, including inventory results and user favorites.
Internet delivery	■ No software to install or maintain ■ Log on anytime, from any computer with Internet access ■ Parents can be part of the career planning process

For more information or to sign up for a free 30-day trial, visit our website at **www.act.org/discover**, e-mail **discover@act.org**, or call 800/498-6068 (8:30 a.m.–5:00 p.m., central time).

WorkKeys®

ACT®

What is WorkKeys?

WorkKeys is a job skills assessment system measuring "real world" skills that employers believe are critical to job success. These skills are valuable for any occupation (skilled or professional) and at any level of education.

WorkKeys has been developed by ACT, an international leader in educational assessment and workforce development services for more than forty years, best know for the ACT college entrance exam. ACT has completed WorkKeys job and occupational profiles for thousands of jobs across every employment field and has administered millions of WorkKeys assessments. The system is used by schools, community colleges, adult education centers, government-funded centers, and businesses across the United States and internationally.

WorkKeys Components

The WorkKeys system is centered around three major components–assessments, job analysis, and training.

Assessments

The abilities to learn, listen, communicate, work in teams, and solve problems are important assets for any worker, regardless of career choice. WorkKeys assessments measure these abilities in four key areas:

Communication
Business Writing, Listening, Reading for Information, Writing

Problem Solving
Applied Mathematics, Applied Technology, Locating Information, Observation

Interpersonal Skills
Teamwork

Personal Skills
Performance, Talent, Fit

Job Analysis

The WorkKeys job analysis and profiling component offers a concrete way for organizations to analyze the skills needed for specific jobs and to describe those needs to educators, students, and job applicants. For each position, job profiling identifies the skills and WorkKeys skill levels an individual must have to perform successfully. By comparing job profile information with an individual's scores on the WorkKeys tests, organizations can make reliable decisions about hiring, training, and program development. Job profiling meets the validity and fairness requirements of EEOC guidelines. More than 10,000 unique job titles, ranging from white-collar professional to blue-collar technical positions, have been profiled by ACT-authorized job profilers or trained employees.

Training

WorkKeys enables educators, individuals, and employers to identify skill gaps and guide training decisions to improve WorkKeys scores when necessary. Training resources are available online and through the ACT Center™ network and WorkKeys partner sites, as well as one-stop career centers, Workforce Investment Act centers, and school-to-work consortiums.

Surveys for Secondary Schools

ACT offers three standardized surveys for use by secondary schools, districts, and state agencies.

High School Follow-up Survey
Evaluates the impact the school had on its students by surveying graduates about their continuing education, employment, and attitudes about aspects of their high school experience.

High School Student Opinion Survey
Explores high school students' perceptions of their school's services, environment, occupational and education preparation, and a variety of the school's characteristics.

Student Needs Assessment Questionnaire
Identifies students' (individual or group) perceived educational, career-related, and personal development needs.

In addition to the standardized questions, each survey contains a section for up to 30 additional questions selected by school personnel to provide feedback about school-specific issues. Each of the three surveys also contain a section with background items (such as gender, GPA, and other demographic information) and a section where students can write additional comments.

For general ESS information and ways to use ESS for accreditation, outcomes assessment, and effectiveness measures, contact:

ACT Educational Services Area
Phone: 800-294-7027
Fax: 319/337-1790
E-mail: outcomes@act.org

Survey Reporting Services

ACT reporting services offers schools several reporting options.

- The **Summary Report** provides frequencies and percentages for all demographic items. For item sets with Likert scale responses, the items are presented in rank order by average from highest to lowest and in item number order with frequencies and percentages.
- The **Graphics Report** provides five-color pie charts and bar graphs illustrating your institution's survey data compared with national user normative data for selected demographic and Likert scale items. This report is available only for the *High School Follow-up Survey* and the *High School Student Opinion Survey*.
- The **15-Subgroup Report** contains one page of data for every item on the survey instrument and report frequencies and percentages for the total group as well as your chosen subgroups.
- The **Subgroup** and **Summary Composite Reports** are available when two or more schools or campuses administer the same ACT survey instrument and request a report containing the combined data from all participating schools or campuses.

Customized Survey Services

When your school, district, or state agency needs specific information, you can turn to ACT for customized survey assistance. Survey research staff can help you:

- Select and/or develop appropriate survey research designs, sampling techniques, administration strategies, data analyses, data interpretation, and/or reporting formats.
- Design surveys to address particular information needs.
- Administer, by mail or telephone, a standard survey, a customized survey developed by ACT staff, and/or a survey you have developed.

Resources for Families

Free Publications for Families ACT®

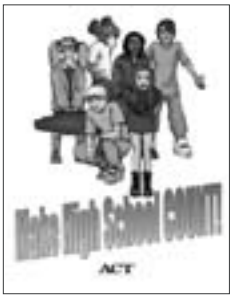
The following resources were developed by ACT to assist families with planning and preparing for education after high school. You are encouraged to print and reproduce any of these materials for distribution to educators, students, or parents. All of these resources are available at **www.act.org/ew/resources**.

Why Take EXPLORE

This brochure is designed to help students and parents understand the benefits of taking ACT's 8th- or 9th-grade EXPLORE program. It provides tips for preparing for EXPLORE, describes EXPLORE content, and answers frequently asked questions about EXPLORE.

Por que presentar el examen EXPLORE

Spanish version of *Why Take EXPLORE* for students and parents.



Make High School Count

A twelve-page student-centered publication designed to encourage students to make the most of their high school years. For 8th- and 9th-grade students. A parent version is also available.

Why Take PLAN

This brochure is designed to help students and parents understand the benefits of taking ACT's 10th-grade PLAN program. It provides tips for preparing for PLAN, describes PLAN content, and answers frequently asked questions about PLAN.

Por que presentar el examen PLAN

Spanish version of *Why Take PLAN* for students and parents.

Family Firsts: Guide for Parents of First-Generation College Students

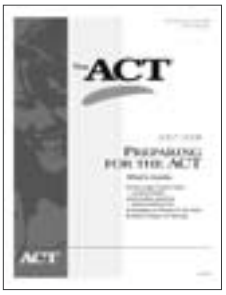
A four-page guide to assist families of first-generation college students with the issues they may encounter when considering college. Looks at why students should go to college, what parents can do to support their child, and where the money will come from.

Los primeros en la familia

Spanish version of the four-page Family Firsts guide for parents of first-generation college students.

Family Firsts: Guide for First-Generation College Students

A sixteen-page publication designed to encourage first-generation students to consider attending college. Looks at the benefits of going to college, what it takes to get there, and who can help. It also discusses how to choose a college and how to finance a college education.



Preparing for the ACT

This booklet includes descriptions of the skills measured by the ACT tests, test-taking strategies, general information about test day, and complete practice tests, including a writing prompt. A sample answer document, scoring key, and scoring instructions are also included. Free copies are available through the high school counseling office.

Get Set for College

A publication that was developed to help students and parents successfully manage the task of planning for college by viewing the process as a series of six logical steps. It also provides ACT test preparation information, college selection strategies, and suggested activities and planning resources for students and parents.

ACT Test Prep Resources for Students

ACT Online Prep™—Student Version—
$19.95

- Internet-based test prep directly from the makers of the ACT! Includes real ACT practice tests and practice for the optional Writing Test. Customized test prep focuses on individual student needs. Available at **www.actstudent.org/testprep** or through the ACT registration process.

The Real ACT Prep Guide—
$25.00 including shipping

- Includes three practice tests used in previous actual test administrations–each with an optional Writing Test–a review of important topics in English, math, science, and writing, and key test-taking strategies. All you need to know about the ACT is here! Order your copy at **www.actstudent.org/testprep** or through the ACT registration process.

Preparing for the ACT—
FREE

- Describes the content of the ACT and includes test preparation suggestions and a complete practice test including Writing. Ask your counselor for a copy of this booklet or download it from **www.actstudent.org/testprep**.

Online Sample Questions, Test Descriptions, and Test Tips
FREE

- Review sample questions online to help familiarize yourself with the ACT test. Five sets of questions are available for English, Mathematics, and Science Tests; four sets are available for the Reading Test. Together, these 19 sets make up one complete ACT. For each question, there are explanations of both correct and incorrect answers. To prepare for the optional ACT Writing Test, a sample writing test prompt is given with sample responses. Available at **www.actstudent.org/testprep**.

College Comparison Worksheet

ACT®

	College Name	College Name	College Name
Location ■ distance from home			
Size ■ enrollment ■ physical size of campus			
Environment ■ type of school (2- or 4-year) ■ school setting (urban, rural) ■ location & size of nearest city ■ co-ed, male, female ■ religious affiliation			
Admission Requirements ■ deadline ■ tests required ■ average test scores, GPA, rank			
Academics ■ your major offered ■ special requirements ■ accreditation ■ student-faculty ratio ■ typical class size			
College Expenses ■ tuition, room and board ■ estimated total budget ■ application fee, deposits			
Housing ■ residence hall requirement ■ food plan			
Facilities ■ academic ■ recreational ■ other			
Activities ■ clubs, organizations ■ Greek life ■ athletics, intramurals ■ other			
Campus Visits ■ when ■ special opportunities			
Financial Aid ■ deadline ■ required forms ■ percentage receiving aid ■ scholarships			

Factors in the College Admission Decision

ACT®

College admissions officers at over 1,540 colleges and universities are asked to complete the NACAC Admissions Trend Survey each year. The chart below shows how important admissions officers consider various factors when making an admission decision. The number in each cell shows the percentage of all admissions officers responding to the survey that attribute a particular level of importance to a given factor.

Factor	Considerable Importance	Moderate Importance	Limited Importance	No Importance
Grades in College Prep Courses	74%	16%	6%	4%
Standardized Admission Tests	59%	29%	6%	6%
Grades in All Courses	54%	35%	7%	4%
Class Rank	31%	33%	20%	16%
Essay or Writing Sample	23%	35%	21%	21%
Counselor Recommendation	17%	44%	25%	14%
Teacher Recommendation	17%	42%	26%	15%
Work/Extracurricular Activities	8%	39%	35%	18%
Interview	9%	29%	29%	33%
Student's Demonstrated Interest	15%	21%	23%	41%
State Graduation Exam Scores	7%	12%	30%	51%
Subject Tests (SAT II, AP, IB)	7%	24%	33%	36%
Race/Ethnicity	2%	16%	20%	62%
Ability to Pay	2%	7%	15%	76%
State or County of Residence	1%	8%	16%	75%
Alumni Relation	2%	19%	44%	35%

Source: 2006 NACAC Admission Trends Survey

College Admission Checklist ACT®

Freshman Year

- ☐ Schedule rigorous high school courses. By graduation, you should have taken four years of English, and *at least* three years of math, natural science and social science.
- ☐ Take ACT's EXPLORE test. It will help you identify your strengths and weaknesses early in your high school career.
- ☐ Review your EXPLORE results with your teachers, counselor, and parents.
- ☐ Become familiar with college entrance requirements. Your academic performance (grade point average, class rank, and types of courses you take), ACT test scores, whether they require or recommend Writing, teacher or counselor recommendations, extracurricular activities, essays, and interviews are all important factors at most colleges.
- ☐ Research college costs, scholarships, and other forms of financial aid. If you haven't begun to save for college, do so as soon as possible.

Sophomore Year

- ☐ Continue to take challenging college prep courses.
- ☐ Take ACT's PLAN test. PLAN is great preparation for the ACT. It will also show you if you are learning the skills you will need for college-level work.
- ☐ Review your PLAN results with your teachers, counselor, and parents.
- ☐ Learn about the training that different careers require.
- ☐ Start collecting information about colleges through your school's guidance office or on the Web. You may begin getting brochures from colleges in the mail.
- ☐ Build a list of colleges in which you are interested or that you may want to visit.
- ☐ Continue researching sources of financial aid. Keep saving!
- ☐ Attend local college fairs.

Junior Year

- ☐ Continue to take challenging college prep courses.
- ☐ Consider putting together a portfolio that highlights your special skills and talents.
- ☐ Schedule college visits. If possible, your visit should include a campus tour, a chance to sit in on a class, a meal in the campus dining hall, meetings with faculty and students, and an interview with an admissions counselor.
- ☐ Start preparing for the ACT. Ask your counselor for your free copy of *Preparing for the ACT* and review the contents.
- ☐ As part of your preparation for the ACT, consider purchasing ACT test prep products (*ACT Online Prep* or *The Real ACT Prep Guide*) or access free materials at **www.actstudent.org**.
- ☐ Investigate scholarship opportunities.
- ☐ Request admissions and scholarship applications from your top colleges.
- ☐ Get an estimate of how much financial aid your family may qualify for by completing ACT's Financial Aid Need Estimator at **www.act.org/fane**.
- ☐ Begin comparing the costs of colleges that you are considering.
- ☐ Check with the colleges you are considering to determine whether you need to take the optional ACT Writing Test.
- ☐ Register for the ACT or ACT Plus Writing online at **www.actstudent.org**.
- ☐ Take the ACT or the ACT Plus Writing.

Senior Year

August

- ☐ Register for the ACT (if you didn't take it as a junior or if you are not satisfied with your score).
- ☐ Review ACT results and retest, if necessary.

August–December

- ☐ Visit with your school counselor to make sure you are on track to graduate and fulfill college admission requirements.
- ☐ Consider taking courses at a local university or community college.
- ☐ Ask for personal references from teachers, school counselors, or employers early in the year. Follow your school's procedure for requesting recommendations.
- ☐ Visit with admissions counselors who come to your high school.
- ☐ Attend a college fair.
- ☐ Begin your college essay(s).
- ☐ Apply for admission at the colleges you've chosen.
- ☐ Send ACT test scores–If the colleges you've applied to are different than the colleges you listed to receive your ACT scores when you registered for the ACT, go to **www.actstudent.org** to send additional score reports.
- ☐ See your school counselor for help finding financial aid and scholarships.

January–May

- ☐ Complete the Free Application for Federal Student Aid (FAFSA) as soon after January 1 as possible.
- ☐ Keep working hard all year; 2nd semester grades can affect scholarship eligibility.
- ☐ Ask your guidance office in January to send first semester transcripts to schools where you applied. In May, they will need to send final transcripts to the college you will attend.
- ☐ Visit colleges that have invited you to enroll.
- ☐ Continue to look for scholarship opportunities.
- ☐ Watch the mail for your Student Aid Report (SAR)–it should arrive three to six weeks after the FAFSA is filed.
- ☐ Compare financial aid packages from different schools.
- ☐ Decide which college to attend; most colleges require a decision by May 1.
- ☐ Notify schools you will not attend of your decision.
- ☐ Notify your college about any outside scholarships you received.

Request for Waiver or Deferral of College Admission Application Fee ACT®

This form must be signed by both the student and an authorized high school official.

Directions to High School Official: Photocopy this page and complete the form for individual students for whom payment of the admission application fee will be a hardship.

Directions to Student: Send this completed form along with your college application to the institutions to which you wish to apply. Keep in mind that individual institutions may consider the request but are not obligated to waive or defer payment.

TO: Director of Admission

_____ (printed name of college/university)

RE: _____ (printed name of student)

High School Official's Statement: Please consider waiving or deferring payment of the college admission application fee for the student named above. This student has applied for a waiver of the ACT test fee on the basis of one or more of the indicators of economic need adopted by ACT. Based on my knowledge of the student's circumstances, I believe that payment of the college admission application fee would be a hardship.

_____ _____

Signature of high school official | Printed name of high school

_____ _____

Printed name of high school official | High school telephone number

Student's Statement: Please consider waiving or deferring payment of my college admission application fee. I certify that I meet the guidelines for economic need required for a waiver of the ACT test fee. Furthermore, I agree to adhere to all policies your institution may have related to waiving or deferring the college admission application fee.

_____ _____

Signature of student | Student's Social Security Number (optional)

_____ _____

Student's street address | Student's city, state, and ZIP code

(Do not use this form to request waiver of ACT test fees; do not send this form to ACT.)

Resources for Educators

Helpful Websites

ACT Websites

www.act.org	ACT's home page links to all ACT's programs, services, research, innovative users, and much more.
www.act.org/readiness	An introduction to all the components of ACT's College Readiness System.
www.act.org/aap	ACT information related to content of the ACT, test dates, test prep solutions, electronic registration, guidance for students, counseling information, research briefs, etc. Visit this page to learn more about the optional Writing Test.
www.actstudent.org	ACT's home page for student-oriented information. Includes information about ACT registration, test preparation, and the college admissions process.
www.actstudent.org/onlineprep	The only Internet-based test prep program created by the developers of the ACT. Features two complete "retired" ACT tests. Includes personalized study plans for each student.
www.actonlineprep.com	demo link
www.act.org/explore	Information describing EXPLORE, ACT's curriculum-based achievement test for 8th or 9th graders. EXPLORE provides an early indicator of college readiness and opportunities for students to find careers that match their interests. Download instructional material, ordering information, and more.
www.explorestudent.org	A website designed specifically for students who will take or have taken ACT's EXPLORE test. Students and parents will find tips for preparing for EXPLORE, information about interpreting EXPLORE scores, and interactive career exploration tools.
www.act.org/plan	Information describing PLAN, ACT's college readiness test for 10th graders. PLAN is an excellent predictor of performance on the ACT. Download sample test questions, instructional materials, ordering information and more.
www.planstudent.org	A site for students about to take or who have already taken PLAN. The site describes test content and format, provides tips for doing your best, and score interpretation information.
www.act.org/essayview	Learn about EssayView, a program that allows you to access images of the essays your students have written in response to the ACT Writing Test.
www.act.org/aap/disab	ACT information on accommodations and National Test Center Options for students with disabilities.

www.act.org/qualitycore	QualityCore is ACT's new instructional improvement program, designed to improve college readiness by ensuring high school courses are rigorous and focused on the most essential post-secondary skills. QualityCore provides research-based educator resources to shape rigorous course content and improve outcomes, as well as formative item pools and end-of-course assessments that monitor student achievement.
www.act.org/ew/resources	This is your one-stop website for downloadable ACT resources.
www.act.org/discover	Learn more about ACT's Internet-based comprehensive career planning program. Sign up for a 30-day trial or for *DISCOVERies*, the definitive DISCOVER newsletter!
www.act.org/workkeys	WorkKeys is ACT's job skills assessment system. Find case studies describing WorkKeys successes or tackle a practice test online.
www.act.org/standard	ACT's unique College Readiness Standards connect EXPLORE, PLAN, and ACT test scores with student skills. Learn how to use these Standards to identify what students know and what they are ready to learn next.
www.act.org/readiness/benchmarks	ACT has established benchmarks scores for the ACT, PLAN, and EXPLORE that indicate a high probability of student success in selected, first-year college courses.
www.act.org/news/use	Sign up to receive ACT's monthly newsletter. *News You Can Use* provides articles to inform students and parents about college and career planning.
www.act.org/activity	Sign up to receive *Activity*, ACT's quarterly periodical that keeps you up to date on new developments at ACT, as well as important issues in the education world.
www.act.org/path/parent	ACT offers free resources to parents to help students prepare for college and explore career options.
www.act.org/fane	ACT's Financial Aid Need Estimator. Enables families to calculate their Expected Family Contribution (EFC).
www.act.org/research	Data, data, and more data! Also, find ACT policy reports, information briefs, and, research reports.
www.act.org/news/data/06	National and state ACT scores

Professional Organizations

- **www.schoolcounselor.org** — **The American School Counselor Association** (**ASCA**), a national organization that represents the profession of school counseling, focuses on providing professional development, enhancing school counseling programs, and researching effective school counseling practices.
- **www.ascd.org** — **The Association for Supervision and Curriculum Development** (**ASCD**) is a nonprofit, nonpartisan organization that represents 170,000 members from the entire profession of educators– superintendents, supervisors, principals, teachers, and others. ASCD supports the advance of all aspects of effective teaching and learning.
- **www.ccsso.org** — **Council of Chief State School Officers** (**CCSSO**) is a nonpartisan, nationwide, nonprofit organization organization of public officials who head departments of elementary and secondary education in states and the District of Columbia. CCSSO provides leadership, advocacy, and technical assistance on major educational issues.
- **www.counseling.org** — **The American Counseling Association** (**ACA**) is a not-for-profit, professional and educational organization dedicated to the growth and enhancement of the counseling profession.
- **www.nacacnet.org** — **The National Association for College Admission Counseling** (**NACAC**) is an education association of secondary school counselors, college and university admission officers, and counselors who work with students as they make the transition from high school to postsecondary education.
- **www.nassp.org** — **The National Association of Secondary School Principals** (**NASSP**) is the preeminent organization and national voice for middle and high school principals, assistant principals, and aspiring school leaders from across the United States and around the world. The mission of NASSP is to promote excellence in school leadership.
- **www.ncda.org** — **The National Career Development Association** (**NCDA**) is the organization for career development providers and a division of the American Counseling Association.

- **www.ncte.org** — **The National Council of Teachers of English** (**NCTE**) is an organization to advance teaching, research, and student achievement in English language arts at all scholastic levels.
- **www.nsba.org** — **The National School Boards Association** (**NSBA**) is the nationwide, not-for-profit organization representing public school governance. The mission of NSBA is to foster excellence and equality in public education through school board leaderships.

Government Agencies and Other Organizations

- **www.cgcs.org** — **The Council of Great City Schools** is an organization of America's largest urban public school systems.
- **www.ed.gov** — This is the **U.S. Department of Education** website. This site integrates information about Department policies with the No Child Left Behind legislation. Includes information selected especially for parents, teachers, students, and administrators.
- **www.mapping-your-future.org** — One-stop site for students, parents, and counselors with information on financial strategies, career options, and college planning. The site is sponsored by a group of guaranty agencies who participate in the Federal Education Loan Program (FELP).
- **www.nces.ed.gov** — **The National Center for Education Statistics** (**NCES**) website for K–12 educators. The site highlights issues of concern with current research and statistics for teachers, administrators, school board members, and parents.
- **www.nclb.gov** — This is a section of the U.S. Department of Education that provides details about the **No Child Left Behind legislation**.

COLLEGE READINESS

What Kind of Test Preparation Is Best?

Introduction

The ACT is an achievement test–it indicates what a student is ready to learn next by measuring what they currently know and can do. Given the content and philosophy of the ACT, the approach that is most likely to increase ACT scores is high school coursework, because much of the knowledge and skills that are taught in high school is being measured on the ACT. The ACT was designed to reflect high school course taking, and as such it is a good measure of overall high school preparation by subject area and of student readiness for college or work after high school.

It would stand to reason that long-term learning in school, rather than cramming and coaching, would be the obvious best form of test preparation for the ACT. Earning high scores on the ACT is not simply a matter of innate ability or short-term preparation, but reflects a level of achievement resulting from planning, hard work, and dedication. To test this assumption, we can compare the score increases achieved by students who participated in various short-term test preparation activities to those associated with the longer-term preparation that students receive in planning for and taking college preparatory courses in high school.

Effects of Short-Term Test Preparation

Several studies conducted between the early 1990s and 2003 examined ACT score increases attributable solely to short-term test preparation activities using repeat test-takers and cross-sectional samples of students who took the test at given time points. The typical student reported spending fewer than 10 hours preparing for the ACT. The greatest short-term benefits were associated with participation in commercial test preparation courses and test preparation workshops offered by local schools and with use of test preparation computer software. The next highest benefits of short-term preparation were those gained from use of selected commercial workbooks. (Other research shows that the effects of activities such as commercial test preparation classes and test preparation tutoring on ACT subject test scores were even smaller: score increases associated with these activities did not exceed one point for ACT English, Mathematics, or Reading [Briggs, 2001].)

Effects of Longer-Term Test Preparation

ACT research has continually demonstrated the benefits of taking longer-term, college preparatory coursework for increasing ACT scores, *regardless of students' prior achievement in high school.* As long as students enter these courses ready to learn, all of them can benefit. Increases in the ACT Composite score associated with high school coursework are substantially larger than those associated with these short-term test preparation activities, regardless of the type of activity.

For example, taking the recommended core college-preparatory curriculum (4 years of English, 3 years each of mathematics, science, and social studies) was associated with ACT Composite scores of 2004 high school graduates

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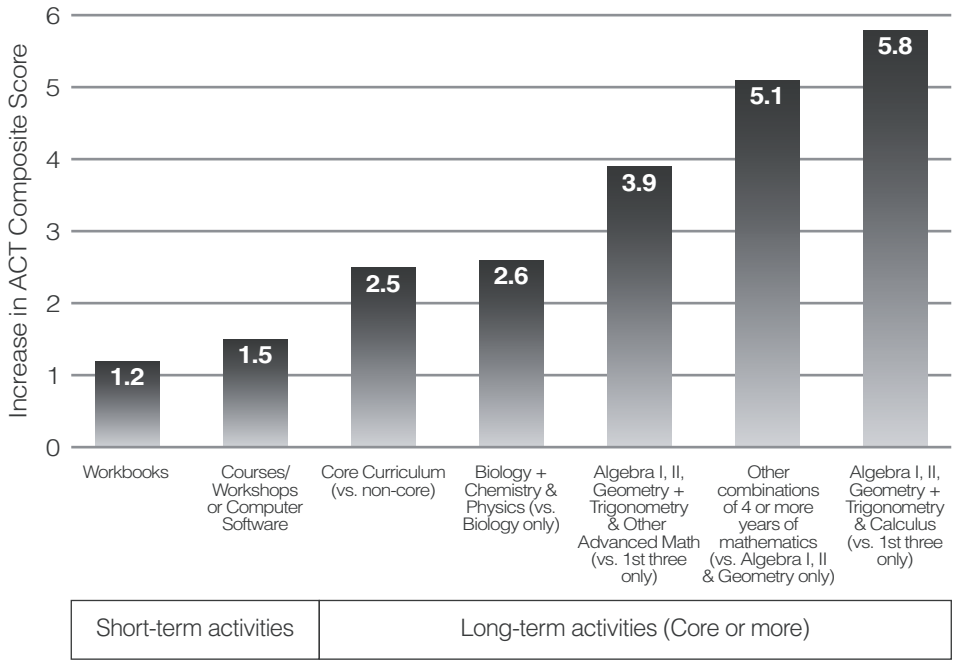
that were greater than those of students not taking the core (ACT, Inc., 2004)–score gains nearly twice the amount of the increases associated with short-term preparation.

Within each subject area, 2004 high school graduates who reported taking or planning to take certain higher-level courses achieved even greater increases in average ACT Composite score than those who did not. The largest increases were those associated with additional mathematics coursework over and above the recommended core curriculum.

The results of these studies are summarized in the figure below. Score increases associated with the various activities are arranged in ascending order from left to right. Given that scores on the ACT are reported on a scale from 1 to 36, the degree of impact of these increases on ACT Composite score also increases substantially from left to right.



Conclusion

Individual short-term test preparation activities appear to have a relatively small positive impact on ACT Composite score when compared to long-term activities best exemplified by high school course-taking.

Simply taking the right core courses in high school can increase ACT Composite score more than does any one of the most beneficial short-term test preparation activities. What's more, taking specific courses over and above the recommended core curriculum can increase ACT Composite score by up to 5.8 score points, depending on the course taken. Thus, we see that the courses students take in high school matter much more than short-term test preparation activities.

ACT Test Prep Resources for Schools

ACT Online Prep School Version

School Benefits:

- Easy to set up for all of your students
- Identifies students who need remediation
- Provides Study Paths for all students
- Easy to manage from any Web browser
- Allows your students to be familiar with how the test will be conducted

The only Internet-based test prep program created by the developers of the ACT. Includes practice tests, practice for the optional Writing Test, comprehensive content review sections, a personalized study plan, and easy-to-use reports. Students may access the program from school, home, or anywhere they have Internet access.
Ask about our special discount for districts and schools with a high proportion of students on free reduced lunch.

The Real ACT Prep Guide

The official test prep book from the makers of the ACT. Includes three practice tests (with Writing prompts), complete answer explanations, test-taking strategies for each section–English, math, reading, science, and writing–and tips for doing your best on the ACT.

Preparing for the ACT

Describes the content of the ACT and includes test preparation suggestions and a complete practice test, including Writing.

EXPLORE (8th/9th grade) and PLAN (10th grade)

EXPLORE and PLAN cover the same academic areas as the ACT and are on the same score scale. These tests are excellent early predictors of performance on the ACT and of college readiness. To learn more about EXPLORE and PLAN visit www.act.org/epas or call 800-294-2875.

Sample Questions and Writing Prompt

Available at no cost at **www.actstudent.org**

Retired ACT Tests

Affordable retired ACT tests, including a Writing prompt, are available for purchase and use by schools. Instructions for a mock administration are included.

Call ACT Customer Services at 319/337-1429 to order.

Keeping Up with ACT

Whether it's new ACT research or new product developments, news from around the education world, or new ways educators are using ACT programs to help students, you can keep up with it all at www.act.org. Check out the sites listed below on a regular basis. They'll keep you up to speed on all the new developments at ACT!

- **EPAS Case Studies**
  act.org/epas/case
  ACT's EPAS programs (EXPLORE, PLAN, and the ACT) are being used effectively at the state and district levels throughout the country. Our EPAS Case Studies series highlights just a few of these models of success, including statewide use of EPAS programs in Colorado, Illinois, Louisiana, and Oklahoma.

- ***Activity***
  act.org/activity
  Activity is an ACT publication designed to keep educators in touch with new trends and workforce development at ACT and in the education fields at-large. Visit the website for the latest issue, back issues, or to sign up to be notified when the next issue will be available.

- ***News You Can Use***
  act.org/news/use
  News You Can Use is ACT's monthly electronic newsletter that informs students and parents about college and career planning. Schools may use these articles in e-mails, handouts, newsletters, school newspapers, and on school websites. The articles are written for a student audience, but may be rewritten for parents. Visit the website to subscribe or to download a printable version of the newsletter.

- **ACT Research Reports**
  act.org/research/reports
  ACT provides extensive research on all of our programs and services. Visit the website to find the latest research reports supporting the effectiveness of ACT programs.

- **ACT Information Briefs**
  act.org/research/briefs
  ACT's Information Brief Series uses simple, nontechnical language to inform general audiences about educational issues through research based on ACT's programs. Intended audiences include educators, education policymakers, parents, students, employers, professional organizations, and special interest groups.

- **Policy Reports**
  act.org/path/policy
  ACT Policy Reports provide timely policy information about educational issues. Developed by ACT's Office of Policy Research, the reports serve policymakers and the general public by addressing important educational concerns.

ACT Newsroom

ACT Offers Free Electronic News for Counselors

Do you often find yourself searching for content to fill a college planning newsletter for students and their parents?

ACT offers a free electronic newsletter filled with brief articles on college and career planning that you can cut and paste into your newsletter. In addition to ACT-related information, such as tips for test day and education-related research, we'll provide information from the Department of Labor, the Department of Education, and other sources.

Current subscribers call the newsletter "very informative, timely, readable and usable."

If you're interested in receiving this newsletter, visit **act.org/news/use** and use the sign-up form. The newsletter will be delivered as a text e-mail to your account throughout the school year. We also offer printable versions of the newsletter on our website if you wish to print the entire newsletter as a handout.

Student Writers Share Advice with Teens

High school students can read about real-life college and career planning experiences at **actblog.org**. ACT's student writers include high school and college students who share their stories and advice in blog entries. Counselors are welcome to print these stories and share them with students and parents.

While you're on the site, check out "Prep Talk," ACT's college and career planning podcast site. The podcasts include an audio diary of a student preparing for the ACT and an interview with a college financial aid professional. The podcasts are just another way ACT is providing students with information they can use to plan for the future.

Frequently Requested ACT Phone Numbers

For counselors and test supervisors only: **800/553-6244; then extension**
For students, parents, others: **319/337-extension**

The ACT

Accommodations for students with disabilities
- Extended time (50%) at national centers 1851
- Special testing (alternate formats or more than time-and-a-half) 1332

Essay View 1245

High school help line about missing score reports (for counselors) 1320

Records 1313
Additional score reports, ACT scores

Registration (Monday–Friday, 8 a.m.–8 p.m., central time) 1270
Registration packets, Fee waivers, Phone re-registration, *Preparing for the ACT*

Test Administration 1510
ACT test supervisors, National test centers

Test Prep 1031
ACT Online Prep, *The Real ACT Prep Guide*, Sample tests

DISCOVER 800-498-6068
Free trials, Sales, Customer service, Technical support

EXPLORE

General Questions/Requests for Information 1040
Information packets, EXPLORE student and school reports, Accommodations

Customer Services 1429
Pricing and ordering, Sample test orders, Elementary Student Talent Search

PLAN

General Questions/Requests for Information 1040
Information packets, PLAN student and school reports, Accommodations

Customer Services 1429
Pricing and ordering, Sample test orders, Materials reservations

QualityCore

General Questions/Requests for Information 866/764-0228

WorkKeys

General Questions/Requests for Information 3027
Information packets, Sales, Sample tests

Customer Services 1550
Pricing and ordering, 24-hour scoring information, Additional score reports

Targets for Instruction 1875

ACT Test Accommodations for Students with Disabilities

ACT®

2007–2008	Extended Time National Testing	Special Testing
Eligibility to Request Extended Time	• Professionally diagnosed disability. • Appropriate documentation on file at school. • Extended time used for tests in school due to disability.	• Professionally diagnosed disability. • Appropriate documentation on file at school. • Extended time used for tests in school due to disability.
Which Type of Testing to Request	Apply for Extended Time National Testing if the student: • Normally uses up to time-and-a-half for tests in school **and** • Can use a regular type (10-point) or large type (18-point) test booklet.	Request Special Testing only if the student: • Normally uses **more** than time-and-a-half for tests, (or uses extra time only on Writing tests), **or** • Requires testing over multiple days, due to the nature of the disability, **or** • Normally uses alternate test formats such as Braille, audiocassette, audio DVD, or a reader, or aides such as a scribe or computer for essays.
Testing Time Authorized	• Time-and-a-half: 5 hours total for ACT or 5 hours and 45 minutes total for ACT Plus Writing (including breaks between tests). • Self-paced within time allowed. • Must complete all tests in a single session.	• Timing guidelines based on test format and disability diagnosis. • Time for each test individually monitored. • May request to test over multiple days (at least one test per day).
Other Accommodations	• Requests for accommodations must be warranted by documentation submitted. • On written request, supported by documentation, may be authorized to bring a sign language interpreter for spoken instructions, etc.	• Requests for accommodations must be warranted by documentation submitted. • On written request, supported by documentation, may be authorized for assistance marking answers, magnifying device, reader, Braille device, etc.
Forms and Documentation to Submit **Forms may be downloaded from www.act.org/aap/disab/index.html**	• *2007–2008 Application for ACT Extended Time National Testing* • Supporting documentation required: – If first diagnosed within last 3 years, complete diagnostic documentation required. – Copy of test accommodations pages from most current IEP, or copy of most current Section 504 Plan or official accommodations plan. – If no current IEP, Section 504, or accommodations plan, include exceptions information and complete documentation specified on application. • 2007–2008 ACT registration folder • Payment of basic fee—$30 ACT (No Writing); $44.50 ACT Plus Writing; plus late fee if applicable.	• *2007–2008 Request for ACT Special Testing* • Supporting documentation required: – If first diagnosed within last 3 years, complete diagnostic documentation required. – Copy of test accommodations pages from most current IEP, or copy of most current Section 504 Plan or official accommodations plan. – If no current IEP, Section 504, or accommodations plan, include exceptions information and complete documentation specified on request form. • Do **not** submit a registration folder. • Payment of basic fee for testing location: – U.S., U.S. territories, Puerto Rico, and Canada: $30 ACT (No Writing); $44.50 ACT Plus Writing – Other locations: $52 ACT (No Writing); $66.50 ACT Plus Writing (Oct. and April only)
Test Dates, Deadlines, and Retest Restrictions	**Test Date** / **Postmark Deadline** September 15, 2007 — August 10, 2007 October 27, 2007 — September 21, 2007 December 8, 2007 — November 2, 2007 February 9, 2008 — January 4, 2008 April 12, 2008 — March 7, 2008 June 14, 2008 — May 9, 2008 • May not test both national and special within 60 days.	• ACT available September 15, 2007 through June 28, 2008; submit request at least **4 weeks** before test date (6 weeks preferred); 60 days minimum between repeat special testing. • ACT Plus Writing administered during testing windows; submit request by deadline listed. **Testing Window** / **Postmark Deadline** September 15–29, 2007 — August 10, 2007 October 27–Nov. 10, 2007 — September 21, 2007 December 8–22, 2007 — November 2, 2007 February 9–23, 2008 — January 4, 2008 April 12–26, 2008 — March 7, 2008 June 14–28, 2008 — May 9, 2008
Test Location and Supervisor Qualifications	• At scheduled national test centers; administered in small groups (usually no more than 10 in extended time room). • Supervisor must meet required qualifications.	• Normally, at school attended by student; if alternate location, explanation required; administered individually or in small groups separated by timing code. • Supervisor must meet required qualifications.
Test Information Release	Copy of questions and answers available for extra fee *after* December, April, and June test dates.	• Not available through Special Testing.
Contacting ACT **8:30 a.m. – 5:00 p.m., central time, M–F**	ACT Registration Extended Time Testing 1020 William St. P.O. Box 4068 Iowa City, IA 52243-4068 Phone: 319/337-1851 (Extended time questions) 319/337-1270 (to order materials) Fax: 319/339-3032	ACT Special Testing 301 ACT Drive P.O. Box 4028 Iowa City, IA 52243-4028 Phone: 319/337-1332 (voice) 319/337-1701 (TDD) Fax: 319/337-1285

ACT 2007 Educator Workshops ACT®

Request for Information

Please send additional information about the ACT programs and services checked below:

- ☐ **ACT Online Prep—ACT's Internet-based test preparation program**
- ☐ **ACT registration online flier** _____ (indicate quantity)
- ☐ **ACT registration packets** _____ (indicate quantity)
- ☐ **ACT Preparing booklet** _____ (indicate quantity)
- ☐ Other _____

_____

_____

Send to:

Name: _____

Title:_____ HS Code #: _____

School/District/Program: _____ Mailing Address: _____

City, State, ZIP: _____

Daytime Phone:_____ Fax: _____

E-mail Address:_____

Please complete and leave with workshop presenter or send/fax to:
ACT Educational Services (11-MS)
500 ACT Drive
P.O. Box 168
Iowa City, Iowa 52243-0168
fax: 319/337-1790

ACT 2007 Educator Workshops ACT®

Request for Information

Please send additional information about the ACT programs and services checked below:

- ☐ **EXPLORE (grades 8–9) academic and career assessment**
- ☐ **PLAN (grade 10) academic and career assessment**
- ☐ **College Readiness Standards and College Readiness Benchmarks**
- ☐ **QualityCore high school instructional improvement program**
- ☐ **DISCOVER Internet-based career planning program**
- ☐ **WorkKeys job skills assessment system**
- ☐ **Becoming an ACT Test Center**
- ☐ Other _____

  _____

  _____

Limit: two copies. For additional materials, please download from **www.act.org** or contact your regional representative.

Send to:

Name: _____

Title:_____ HS Code #: _____

School/District/Program: _____ Mailing Address: _____

City, State, ZIP: _____

Daytime Phone:_____ Fax: _____

E-mail Address:_____

Please complete and leave with workshop presenter or send/fax to:
ACT Educational Services (11-MS)
500 ACT Drive
P.O. Box 168
Iowa City, Iowa 52243-0168
fax: 319/337-1790

ACT 2007 Educator Workshops ACT®

Workshop Evaluation

Workshop location: _____ **Date:** _____

Please rate the quality of the following:

	Poor	Moderate	Strong	Outstanding
1. Workshop Registration	_____	_____	_____	_____
2. Workshop Content	_____	_____	_____	_____
3. Visuals (incl. PowerPoint)	_____	_____	_____	_____
4. Educator Resource Manual	_____	_____	_____	_____
5. Relevance to your job	_____	_____	_____	_____
6. Presenter's skills/knowledge	_____	_____	_____	_____

Please give short answers for the following:

7. Based on what you learned in today's workshop, what, if any, changes might you make in counseling practices? _____

_____

8. Which parts of the workshop were most effective? _____

_____

9. Which parts of the workshop were least useful? _____

_____

10. What other ACT-related topics would you like to see covered in future workshops? _____

_____

11. Other comments: _____

_____

_____

Please provide (optional):

Name: _____

School: _____

Your job title: _____ Length of time in this position: _____

Phone: _____ E-mail address: _____

Please complete and leave with the workshop presenter.

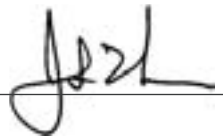
ACT®

Certificate of Attendance

ACT is pleased to present this Certificate to

_____

for having participated in an ACT Educator Workshop.



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ACT Test Dates 2007–2008

Test Date	Registration Deadline
September 15, 2007	August 10, 2007
October 27, 2007	September 21, 2007
December 8, 2007	November 2, 2007
February 9, 2008*	January 4, 2008
April 12, 2008	March 7, 2008
June 14, 2008	May 9, 2008

The September 15, 2007 test date is available ONLY in AZ, CA, FL, GA, IL, IN, MD, MI, MO, NV, NY, NC, OR, PA, SC, TN, TX, WA, and WV.

**February 2008 test date not available in New York.*

For more information, visit our website at **www.act.org**.

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